

# Saint Augustine's College

## Catalog 2000-2002



Pictured on the front cover is Delany Hall, a dormitory for young women. Erected in 1929, the building was named for Mrs. Nannie J. Delany, whose presence enriched Saint Augustine's College for 50 years as a student, teacher, and matron.

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# President's Message

As President of Saint Augustine's College, it is my great pleasure to welcome you to the Falcon Family. Everywhere you turn on campus, there is excitement, achievement, growth and development. We offer many exciting academic programs including majors in computer science, computer information systems, education, pre-med, criminal justice and community economic development as well as concentrations in broadcasting, journalism, and film production. Our Gateway Program for non-traditional students offers a major in organizational management. Regardless of whether you choose a major in the Division of Business, Education, Liberal and Interdisciplinary Studies, Natural Sciences and Mathematics or Urban, Social and International Studies, you will receive an education second to none. I look forward to extending to you your diploma, signifying your successful completion of graduation requirements.

As a member of the Falcon Family, you will be able to take advantage of the new health and wellness facilities in Taylor Hall including state-of-the-art aerobic and strength equipment. You will undoubtedly share in the excitement of a winning athletic program as we look forward to the next Olympic track and field star from Saint Augustine's nationally ranked and internationally renowned track program. You will join the tradition and spirit of the oldest athletic conference in the United States, the Central Intercollegiate Athletic Association (CIAA). Your opportunities for study abroad will be numerous and varied. You will enjoy the harmony of our nationally recognized Chapel and Gospel Choir. You may be one of the first student entrepreneurs to start your business in the Saint Augustine's College and Shaw University business incubator.

Our goal at Saint Augustine's College is to develop the highest potential in every student and to prepare them for leadership in their chosen disciplines and in their communities. Your development will include a focus on the ethical considerations of your personal and professional behaviors. On behalf of the faculty and staff, alumni and students at Saint Augustine's, I am pleased to invite you to come soar with the Falcons.

Dianne Boardley Suber  
*President*

# Academic Calendars 2000-2004

## Fall Semester 2000

August	13-20	Sun-Sun	Freshman Studies Institute
August	14-18	Mon-Fri	Faculty and Staff Professional Development Week
August	17	Thurs	Arrival of Late *Freshman, Transfer, and Readmitted Students
August	18	Fri	Registration of All First Year Students
August	19	Sat	Registration – Alternative Teacher Education Program
August	21-23	Mon-Wed	Registration for Returning Students
August	24	Thurs	Classes Begin and Late Registration Charges Begin
September	1	Fri	Last Day to Add or Drop a Course and Last Day to Register
September	4	Mon	Labor Day Holiday (No Classes)
September	19	Tues	Fall Convocation
October	9-12	Mon-Thurs	Mid-Term Examinations
October	13	Fri	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
October	13-16	Fri-Mon	Fall Break
October	17	Tues	Classes Resume at 8:00 a.m.
Oct-Nov	23-3	Mon-Fri	(2-weeks) General Registration/Student Advisement for Registration for the Spring Semester
October	27	Fri	Last Day to Withdraw from a Course
October	27	Fri	Last Day for Removal/Conversion of Incompletes/To Change Grades from Last Semester
November	11	Sat	Registration – Alternative Teacher Education Program
November	22	Fri	Last Day to Withdraw from School for the Semester
November	22	Wed	Thanksgiving Recess (After Classes)
November	27	Mon	Classes Resume at 8:00 a.m.
December	7	Thurs	Last Day of Classes
December	8	Fri	Reading Day
December	11-15	Mon-Fri	Final Semester Examinations
December	15	Fri	Christmas Recess (After Examinations)
December	20	Wed	Staff – Christmas Recess

**\*Freshman who did not attend the Freshman Studies Institute  
Subject to Modification**

## Spring Semester 2001

January	3-5	Wed-Fri	Faculty and Staff Professional Development Week
January	5	Fri	Arrival of New Students
January	6	Sat	Registration of New Students
January	8-9	Mon-Tues	Registration for Returning Students
January	10	Wed	Classes Begin and Late Registration Charges Begin
January	15	Mon	Observance of Dr. Martin Luther King, Jr. Birthday
January	19	Fri	Last Day to Add or Drop a Course and Last Day to Register
January	27-28	Sat-Sun	Founders' Day Observances
March	5-8	Mon-Thurs	Mid-Term Examinations
March	9	Fri	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
March	11-16	Mon-Fri	Spring Break
March	17	Sat	Registration – Alternative Teacher Education Program
March	19	Mon	Classes Resume at 8:00 a.m.
March	19-30	Mon-Fri	(2-Weeks) General Registration/Student Advisement for Registration for the Fall Semester
March	23	Fri	Last Day to Withdraw from a Course
March	23	Fri	Last Day for Removal/Conversion of Incompletes/To Change Grades from Last Semester
April	13	Fri	Good Friday (No Classes)
April	20	Fri	Last Day to Withdraw from School for the Semester
May	2-3	Wed-Thurs	Final Examinations for SENIORS
May	3	Thurs	Last Day of Classes
May	4	Fri	Senior Grades Due in the Registrar's Office by 4:00 p.m.
May	7-11	Mon-Fri	Final Semester Examinations
May	11	Fri	ROTC Commissioning and Baccalaureate
May	12	Sat	Commencement
May	14	Mon	Staff Appreciation Breakfast
May	14-18	Mon-Fri	Post Faculty and Staff Professional Development Week
May	21	Mon	Session I – Summer School Registration
May	22	Tues	Summer School Classes Begin
May	28	Mon	Memorial Day Observed
June	16	Sat	Registration – Alternative Teacher Education Program
June	19	Tues	Session I – Summer School Ends
June	20	Wed	Session II - Summer School Registration
June	21	Thurs	Summer School Classes Begin
July	4	Tues	Independence Day
July	19	Thurs	Session II – Summer School Ends

**Subject to Modification**

## Fall Semester 2001

August	12-19	Sun-Sun	Freshman Studies Institute
August	13-17	Mon-Fri	Faculty and Staff Professional Development Week
August	16	Thurs	Arrival of Late *Freshman, Transfer, and Readmitted Students
August	17	Fri	Registration of All First Year Students
August	18	Sat	Registration – Alternative Teacher Education Program
August	20-22	Mon-Wed	Registration for Returning Students
August	23	Thurs	Classes Begin and Late Registration Charges
August	31	Fri	Last Day to Add or Drop a Course and Last Day to Register
September	3	Mon	Labor Day Holiday (No Classes)
September	18	Tues	Fall Convocation
October	8- 11	Mon-Thurs	Mid-Term Examinations
October	12	Fri	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
October	12-15	Fri-Mon	Fall Break
October	16	Tues	Classes Resume at 8:00 a.m.
Oct-Nov	22-2	Mon-Fri	(2-weeks) General Registration/Student Advisement for Registration for the Spring Semester
October	26	Fri	Last Day to Withdraw from a Course
October	26	Fri	Last Day for Removal/Conversion of Incompletes/To Change Grades from Last Semester
November	10	Sat	Registration – Alternative Teacher Education Program
November	23	Fri	Last Day to Withdraw from School for the Semester
November	21	Wed	Thanksgiving Recess (After Classes)
November	26	Mon	Classes Resume at 8:00 a.m.
December	6	Thurs	Last Day of Classes
December	7	Fri	Reading Day
December	10-14	Mon-Fri	Final Semester Examinations
December	14	Fri	Christmas Recess (After Examinations)
December	19	Wed	Staff – Christmas Recess

**\*Freshman who did not attend the Freshman Studies Institute  
Subject to Modification**

## Spring Semester 2002

January	2-4	Wed-Fri	Faculty and Staff Professional Development Week
January	4	Fri	Arrival of New Students
January	5	Sat	Registration of New Students
January	7-8	Mon-Tues	Registration for Returning Students
January	9	Wed	Classes Begin and Late Registration Charges Begin
January	21	Mon	Observance of Dr. Martin Luther King, Jr. Birthday
January	25	Fri	Last Day to Add or Drop a Course and Last Day to Register
January	26-27	Sat-Sun	Founders' Day Observances
March	4-7	Mon-Thurs	Mid-Term Examinations
March	8	Fri	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
March	11-15	Mon-Fri	Spring Break
March	16	Sat	Registration – Alternative Teacher Education Program
March	18	Mon	Classes Resume at 8:00 a.m.
March	18-29	Mon-Fri	(2-Weeks) General Registration/Student Advisement for Registration for the Fall Semester
March	22	Fri	Last Day to Withdraw from a Course
March	22	Fri	Last Day for Removal/Conversion of Incompletes/To Change Grades from Last Semester
March	29	Fri	Good Friday (No Classes)
April	26	Fri	Last Day to Withdraw from School for the Semester
May	1-2	Wed-Thurs	Final Examinations for SENIORS
May	2	Thurs	Last Day of Classes
May	3	Fri	Senior Grades Due in the Registrar's Office by 4:00 p.m.
May	6-10	Mon-Fri	Final Semester Examinations
May	10	Fri	ROTC Commissioning and Baccalaureate
May	11	Sat	Commencement
May	13	Mon	Staff Appreciation Breakfast
May	13-17	Mon-Fri	Post Faculty and Staff Professional Development Week
May	20	Mon	Session I – Summer School Registration
May	21	Tues	Summer School Classes Begin
May	27	Mon	Memorial Day Observed
June	15	Sat	Registration – Alternative Teacher Education Program
June	18	Tues	Session I - Summer School Ends
June	19	Wed	Session II – Summer School Registration
June	20	Thurs	Summer School Classes Begin
July	4	Thurs	Independence Day
July	18	Thurs	Session II – Summer School Ends

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## Fall Semester 2002

August	11-18	Sun-Sun	Freshman Studies Institute
August	12-16	Mon-Fri	Faculty and Staff Professional Development Week
August	15	Thurs	Arrival of Late *Freshman, Transfer, and Readmitted Students
August	16	Fri	Registration of All First Year Students
August	17	Sat	Registration – Alternative Teacher Education Program
August	19-21	Mon- Wed	Registration for Returning Students
August	22	Thurs	Classes Begin and Late Registration Charges Begin
August	30	Fri	Last Day to Add or Drop a Course and Last Day to Register
September	2	Mon	Labor Day Holiday (No Classes)
September	17	Tues	Fall Convocation
October	7-10	Mon-Thurs	Mid-Term Examinations
October	11	Fri	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
October	11-14	Fri-Mon	Fall Break
October	15	Tues	Classes Resume at 8:00 a.m.
Oct-Nov	21-1	Mon-Fri	(2 weeks) General Registration/Student Advisement for Registration for the Fall Semester
October	25	Fri	Last Day to Withdraw from a Course
October	25	Fri	Last Day to Removal/Conversion of Incompletes/To Change Grades from Last Semester
November	9	Sat	Registration – Alternative Teacher Education Program
November	22	Wed	Last Day to Withdraw from School for the Semester
November	27	Wed	Thanksgiving Recess (After Classes)
December	2	Mon	Classes Resume at 8:00 a.m.
December	5	Thurs	Last Day of Classes
December	6	Fri	Reading Day
December	9-13	Mon-Fri	Final Semester Examinations
December	13	Fri	Christmas Recess (After Classes)
December	18	Wed	Staff – Christmas Recess

**\*Freshman who did not attend the Freshman Studies Institute  
Subject to Modification**



## Spring Semester 2003

January	2-3-6	Thurs-Fri-Mon	Faculty and Staff Professional Development Week
January	3	Fri	Arrival of New Students
January	4	Sat	Registration of New Students
January	6-7	Mon-Tues	Registration for Returning Students
January	8	Wed	Classes Begin and Late Registration Charges Begin
January	20	Mon	Observance of Dr. Martin Luther King Jr. Birthday
January	24	Fri	Last Day to Add or Drop a Course and Last Day to Register
January	25-26	Sat-Sun	Founders' Day Observances
March	3-6	Mon-Thurs	Mid-Term Examinations
March	7	Fri	Mid-Term Progress reports Due in the Registrar's Office by 4:00 p.m.
March	10-14	Mon-Fri	Spring Break
March	15	Sat	Registration – Alternative Teacher Education Program
March	17	Mon	Classes Resume at 8:00 a.m.
March	17-28	Mon-Fri	(2 weeks) General Registration/Student Advisement for Registration for the Fall Semester
March	21	Fri	Last Day to Withdraw from a Course
March	21	Fri	Last Day for Removal/Conversion of Incompletes/To Change Grades from last Semester
April	18	Fri	Good Friday (No Classes)
April	25	Fri	Last Day to Withdraw from School for the Semester
Apr-May	30-1	Wed-Thurs	Final Examinations for SENIORS
May	1	Thurs	Last Day of Classes
May	2	Fri	Senior Grades Due in the Registrar's Office by 4:00 p.m.
May	5-9	Mon-Fri	Final Semester Examinations
May	9	Fri	ROTC Commissioning and Baccalaureate
May	10	Sat	Commencement
May	12	Mon	Staff Appreciation Breakfast
May	12-16	Mon-Fri	Post Faculty and Staff Professional Development Week
May	19	Mon	Session I – Summer School Registration
May	20	Tues	Summer School Classes Begin
May	26	Mon	Memorial Day Observance
June	14	Sat	Registration - Alternative Teacher Education Program
June	17	Tues	Session I - Summer School Ends
June	18	Wed	Session II – Summer School Registration
June	19	Thurs	Summer School Classes Begin
July	4	Fri	Independence Day
July	17	Thurs	Session II – Summer School Ends

**\*Subject to Modification**

## Fall Semester 2003

August	10-17	Sun-Sun	Freshman Studies Institute
August	11-15	Mon-Fri	Faculty and Staff Professional Development Week
August	14	Thurs	Arrival of Late *Freshman, Transfer, and Readmitted Students
August	15	Fri	Registration of All Year Students
August	16	Sat	Registration – Alternative Teacher Education Program
August	18-20	Mon-Wed	Registration for Returning Students
August	21	Thurs	Classes Begin and Late Registration Charges Begin
August	29	Fri	Last Day to Add or Drop a Course and Last Day
September	1	Mon	Labor Day Holiday (No Classes)
September	23	Tues	Fall Convocation
October	6-9	Mon-Thurs	Mid-Term Examinations
October	10	Fri	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
October	10-13	Fri-Mon	Fall Break
October	14	Tues	Classes Resume at 8:00 a.m.
October	20-31	Mon-Fri	(2 weeks) General Registration/Student Advisement for Registration for the Spring Semester
October	24	Fri	Last Day to Withdraw from a Course
October	24	Fri	Last Day for Removal/Conversion of Incompletes/To Change Grades from Last Semester
November	8	Sat	Registration – Alternative Teacher Education Program
November	21	Fri	Last Day to Withdraw from School for the Semester
November	26	Wed	Thanksgiving Recess (After Classes)
December	1	Mon	Classes Resume at 8:00 a.m.
December	4	Thurs	Last Day of Classes
December	5	Fri	Reading Day
December	8-12	Mon-Fri	Final Semester Examinations
December	12	Fri	Christmas Recess (After Classes)
December	17	Wed	Staff - Christmas Recess

**\*Freshman who did not attend the Freshman Studies Institute  
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## Spring Semester 2004

January	2-5-6	Fri-Mon-Tues	Faculty and Staff Professional Development Week
January	2	Fri	Arrival of New Students
January	3	Sat	Registration of New Students
January	5-6	Mon-Tues	Registration for Returning Students
January	7	Wed	Classes Begin and Late Registration Charges Begin
January	19	Mon	Observance of Dr. Martin Luther King, Jr. Birthday
January	23	Fri	Last Day to Add or Drop a Course and Last Day to Register
January	24-25	Sat-Sun	Founders' Day Observances
March	1-4	Mon-Thurs	Mid-Term Examinations
March	5	Fri	Mid-Term Progress Reports Due in the Registrar's Office by 4:00 p.m.
March	8-12	Mon-Fri	Spring Break
March	13	Sat	Registration – Alternative Teacher Education Program
March	15	Mon	Classes Resume at 8:00 a.m.
March	15-26	Mon-Fri	(2 weeks) General Registration/Student Advisement for Registration for the Fall Semester
March	19	Fri	Last Day to Withdraw from a Course
March	19	Fri	Last Day for Removal/Conversion of Incompletes/To Changes Grades from Last Semester
April	9	Fri	Good Friday (No Classes)
April	23	Fri	Last Day to Withdraw from School for the Semester
April	28-29	Wed. Thurs	Final Examinations for SENIORS
April	29	Thurs	Last Day of Classes
April	30	Fri	Senior Grades Due in the Registrar's Office by 4:00 p.m.
May	3-7	Mon-Fri	Final Semester Examinations
May	7	Fri	ROTC Commissioning and Baccalaureate
May	8	Sat	Commencement
May	10	Mon	Staff Appreciation Breakfast
May	10-14	Mon-Fri	Post Faculty and Staff Professional Development Week
May	17	Mon	Session I – Summer School Registration
May	18	Tues	Summer School Classes Begin
May	31	Mon	Memorial Day Observance
June	19	Sat	Registration – Alternative Teacher Education Program
June	22	Tues	Session I – Summer School Ends
June	23	Wed	Session II – Summer School Registration
June	24	Thurs	Summer School Classes Begin
July	5	Mon	Observance of Independence Day
July	15	Thurs	Session II – Summer School Ends

**Subject to Modification**

# Mission Statement

The mission of Saint Augustine's College is to sustain a learning community in which students can prepare academically, socially, and spiritually for leadership in a complex, diverse, and rapidly changing world. To fulfill the mission, the faculty fosters scholarship and creativity through varied approaches to teaching and learning; the administration facilitates the enterprise by effectively garnering and managing financial and human resources; and the staff contributes to efficient operations by providing essential support services. Through these means, the College pursues excellence by developing

- **flexible and innovative courses of study** that integrate theory and practical application through experiential approaches to learning;
- **opportunities for students to apply what they learn** through service learning, community service, internships, and cooperative education;
- **purposeful and individualized programs of study** for non-traditional students, through preparation for a career change or re-entry into the work force; and
- **knowledge and appreciation of cultural differences** through interdisciplinary courses, study abroad, and other programs.

Saint Augustine's College is an undergraduate, coeducational, liberal arts institution, affiliated with the Episcopal Church. Founded in 1867 to educate freed slaves, the College's mission has grown with the diversification of its student body from an African-American student base to one that is multi-national and multi-racial. Grounded in the liberal arts tradition since its founding, the College first awarded baccalaureate degrees in 1931. Programmatic emphasis has shifted from early offerings in normal and industrial education, and pre-theological training, to current emphasis in scholarship, research, and community service.

# Institutional Goals

Saint Augustine's College is a four-year liberal arts institution preparing students for leadership roles in a complex, diverse, and rapidly changing world. Students, faculty, administration, and staff participate cooperatively in the overall teaching-learning process. Students participate through their desire for knowledge, readiness to acquire foundational and analytical skills, and in their potential to adapt to the demands of accelerated global change. The faculty facilitates by teaching and advising students, conducting research, and engaging in other professional development activities. The administration and staff generate and manage resources to support faculty and students. The coordination of all these resources relies upon a consistent and orderly approach to planning and assessment of institutional effectiveness. Institutional research provides data necessary to assess and improve effectiveness in student learning, faculty development, and resource management. To these ends, Saint Augustine's is committed to achieving the following goals:

1. Recruiting, retaining, educating, and graduating students whose academic preparation has occurred in a diversity of economic, social, and cultural contexts;
2. Hiring, retaining, developing, and promoting a professional faculty who possess skills and motivation to educate a diverse student body;
3. Building student competencies in major academic disciplines on a general education foundation that ensures skills in reading, writing, oral communication, mathematics and computer use;
4. Fostering a climate in which students acquire knowledge, values, and skills necessary for success in a complex, diverse, and rapidly changing world;
5. Providing and maintaining a broad range of library and learning resources, including information technologies and instructional support facilities, that enhance the teaching-learning process by offering exposure to various disciplines, cultures, and points of view;
6. Providing effective leadership and management of the College's financial, physical, and human resources to ensure that they are acquired, retained, allocated, and assessed to promote the stability, security, and long term well-being of the College;
7. Employing a comprehensive planning and evaluation system for all major aspects of the College, including assessment of the extent to which the students acquire competencies; the faculty fosters scholarship and creativity through varied approaches to teaching and learning; the administration facilitates the enterprise by effectively acquiring and managing financial and human resources; and the staff contributes to efficient operations by providing essential support services; and
8. Conducting ongoing institutional research as a means of collecting, analyzing, and disseminating information essential to effective planning and evaluation.

# Membership and Accreditations

Southern Association of Colleges and Schools (SACS)  
Saint Augustine's College is accredited by the Commission on Colleges  
of the Southern Association of Colleges and Schools  
(1866 Southern Lane, Decatur, Georgia 30033-4097:  
Telephone number 404-679-4501) to award baccalaureate degrees.

In addition to accreditation by SACS, the College holds memberships in  
and/or is accredited by the:

American Association of Colleges for Teacher Education  
American Chemical Society  
American Council on Education  
American Occupational Therapy Association  
Association of American Colleges  
Association of Collegiate Business Schools and Programs  
Association of Eastern NC Colleges and Universities  
Association of Episcopal Colleges  
Carolina Association for Collegiate Registrars and Admissions Officers (CACRAO)  
College Entrance Examination Board  
Cooperating Raleigh Colleges  
Cooperative Education Association, Inc.  
Intercollegiate Music Association  
National Association for Business Teacher Education  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
National Council for Accreditation of Teacher Education  
National Extension University  
North Carolina Association of Colleges and Universities  
North Carolina Association of Summer Sessions  
North Carolina Independent Colleges and Universities  
North Carolina Department of Public Instruction  
North Carolina Honors Association  
Southern Association for Collegiate Registrars and  
Admissions Officers (SACRAO)  
United Negro College Fund, Inc.



# Affirmative Action and Equal Opportunity Policy

Saint Augustine's College is committed to an educational and working environment in which students, faculty and staff can develop their full intellectual and professional abilities. Saint Augustine's College welcomes to its campus students, faculty, staff, alumni, officials and members of the Episcopal Church, friends and other members of the community who seek to advance the mission of the College; pursue a higher education; improve personal and professional skills; and who wish to engage in Church or community service. It is the policy of Saint Augustine's College, therefore, to provide educational programs, services, and employment without regard to race, color, religion, national origin, age, sex, disability, marital status, pregnancy, or veteran status.

An equal opportunity to participate in educational programs, services, and facilities shall be offered in a nondiscriminatory manner. An equal opportunity for employment shall be provided to applicants, faculty and staff. Specifically, all personnel programs (e.g. recruitment, compensation, benefits, transfers, opportunities for advancement, and training programs) shall be provided without regard to race, sex, age, national origin, handicap, marital status, pregnancy, or veteran status.

Saint Augustine's College's policy of non discrimination shall apply to all programs and activities of the College, including student admissions, educational programs, non-educational activities, employment and other related activities covered under Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975. Information on the implementation of this policy and/or the statutes referenced should be addressed to the Office of the Vice President for Academic Affairs, Saint Augustine's College, 1315 Oakwood Avenue, Raleigh, North Carolina, 27610-2298.

Pursuant to federal regulations, the College may collect admissions and enrollment information by racial, ethnic and sex categories for reporting purposes. The provision of such information is voluntary, however, and is not used to determine eligibility for admission.

# Sexual Harassment Policy

## Statement of Policy

Saint Augustine's College (the "College") is committed to an educational and working environment in which students, faculty and staff can develop their full intellectual and professional abilities. Consistent with its commitment, the College prohibits the sexual harassment of students, faculty, and staff at any of the College's facilities and during any of the College operations whether on campus or at any satellite location. Sexual harassment is inconsistent with the mission of the College and such harassment threatens the educational experiences, careers, and welfare of students, faculty and staff. It is the College's policy that sexual harassment is illegal conduct and, therefore, will not be tolerated at Saint Augustine's College. Copies of this policy shall be made available to all members of the College community.

The intent of this policy is

- to ensure that all victims (and potential victims) are aware of their rights;
- to notify individuals of conduct that is proscribed;
- to inform students, faculty and staff (including administrators and supervisors) about the proper way to address complaints of violations of this policy; and
- to help educate the campus community about the problem of sexual harassment.

Sexual harassment violates the College's policy and anyone engaging in such conduct may also be found to have violated federal laws prohibiting discrimination as well as North Carolina criminal and civil statutes that may also prohibit discrimination. Federal and North Carolina State statutes covering sexual offenses may also be triggered. Training sessions related to preventing sexual harassment and/or procedures to be followed by complainants shall be made available to faculty, staff and students at the College. The use of the College's policy to make false and/or malicious allegations of sexual harassment will not be tolerated.

## Definition of Sexual Harassment

The College's definition of sexual harassment is derived from Section 1604 of Title 29 of the Code of Federal Regulations as promulgated by the Equal Employment Opportunity Commission. Sexual harassment is defined as: (1) unwelcome sexual advances, or (2) unwelcome requests for sexual favors, and (3) other behavior of a sexual nature where submission to such conduct is made either explicitly or implicitly a term or condition of and individual's employment or participation in an educational program or activity sponsored by the College:

- submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or of creating an intimidating, hostile, or offensive educational or working environment. Sexual harassment may occur between persons of the same or different genders.

Examples of sexual harassment may include, but are not limited to, the following behavior directed at a person because of his or her gender:

- direct or implied threats that submission to unwelcome sexual advances is a condition of employment, work status, promotion, grades, or letters of recommendation or participation in an educational program or activity;
- unwelcome physical contact, including touching, petting, hugging or brushing against a person's body;
- pervasive and/or unwelcome vulgar language, lewd jokes and/or conversations;
- unwelcome sexual advances, and other verbal, nonverbal, or physical conduct of a sexual nature by a student, school employee or third party that are sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an educational program or activity; and
- conduct that is also criminal in nature, such as rape, sexual assault, stalking and similar offenses.

In determining whether alleged conduct constitutes sexual harassment, the College will look at the totality of the circumstances. The determination of whether a violation of the College's policy prohibiting sexual harassment has occurred will be based on the findings of fact, on a case-by-case basis.

## **Procedures for Filing Complaints of Sexual Harassment**

### **Filing Complaints of Sexual Harassment**

A formal complaint occurs when a student, faculty, or staff person who believes that he/she has been the victim of sexual harassment at the College and notifies the Vice President for Student Affairs or the Vice President of Academic Affairs of the allegations. The Vice President for Academic Affairs shall refer the person who complains (the "Complainant") to a person at the College who has been designated to investigate (the "Investigator") such complaints of sexual harassment and/or other forms of discrimination.

The Vice President for Academic Affairs is the officer designated to monitor the College's response to formal complaints of sexual harassment. Accordingly, any faculty member or staff member at the College who obtains knowledge of an incident of sexual harassment occurring at the College is required to notify their Department Head or their supervisor who will then refer the matter to the Vice President for Academic Affairs. All employees are obligated to make a report, whether or not the Complainants indicate that they want anyone to do anything about the harassment. College employees failing to report incidents of sexual harassment may be subject to disciplinary action.

### **Notice or Change to the Person Accused of Sexual Harassment**

Upon receiving a complaint from the Vice President for Academic Affairs, the Investigator shall inform the person accused of sexual harassment (i.e., the "Respondent") in writing that a complaint has been filed. The notice shall also include the name of the Complainant and a general statement of the nature of the complaint. The notice will also advise the Respondent that he or she will be

provided with an opportunity to respond to each allegation in an interview to be scheduled by the Investigator.

### **Investigation of Complaints**

The Investigator shall promptly conduct an investigation that must include, but is not limited to, interviews of the Complainant, the Respondent, and other relevant witnesses. College employees, including the Respondent, who refuse to cooperate with the internal investigation shall be subject to disciplinary action ranging from reprimand to termination. The Investigator shall interview the Complainant and the Complainant will also be requested to provide a written statement of his/her complaint. The Investigator shall be authorized to interview all persons who may have knowledge of the facts relevant to the complaint and shall be authorized to review all relevant documents whether in the possession of the Complainant, the Respondent, or that may be in the possession of other persons at the College. Sexual harassment is a matter of grave concern for both the Complainant and the Respondent. Therefore, information gathered by the Investigator during the investigation of sexual harassment complaints will be handled discreetly and with the utmost sensitivity and care.

Upon the timely completion of the investigation, the Investigator shall submit a written report of findings, conclusions, and recommendations to the Vice President for Academic Affairs. The Vice President for Academic Affairs may advise the Complainant and the Respondent of the result of the investigation (that is, whether harassment has been confirmed) and what, if any, sanctions have been recommended. Neither the Complainant nor the Respondent are entitled to receive a copy of the findings of fact and recommendations for resolution of the complaint. Where disciplinary action is involved, the Respondent shall be provided with notice of the findings of fact, which resulted in the recommendation for disciplinary action. Upon written request, however, both parties may receive a summary of the findings of fact.

Once the Vice President for Academic Affairs learns of an oral or written complaint of sexual harassment, the College is required to investigate the complaint. The Complainant and the College may agree, however, to an informal resolution of the matter. Saint Augustine's College may elect not to investigate complaints received more than 12 months after the date on which the last harassing conduct is alleged to have occurred.

In certain situations, the College may institute certain interim measures pending the outcome of the investigation. For example, if the allegation involves assault, students may be placed in different classes or in different housing arrangements on campus. In cases alleging criminal conduct, the College reserves the right to notify appropriate law enforcement authorities, who will then handle the complaint according to their own procedures.

### **Retaliation**

Retaliation against the person who makes a complaint of sexual harassment, or who is the subject of the harassment, or who provided information as a witness will not be tolerated. Incidences of retaliation should be promptly reported to the



Vice President for Academic Affairs, who will investigate and respond or appoint a designee to investigate and respond to the allegations of retaliation, taking corrective action where necessary.

### **Findings of Fact and Recommendations for Action**

The written findings of fact derived from the investigation and recommendations for resolution of the complaint developed by the Investigator shall be confidentially reported to the Vice President for Academic Affairs. The Vice President for Academic Affairs shall forward the written findings of fact and recommendations for resolution of the complaint to the President. The Vice President for Academic Affairs, in consultation with the President and the Investigator, may also report the findings of fact and the recommendations to relevant Division Chairpersons, Department Heads, or to the Respondent's Supervisor. Sanctions for employees, including faculty and staff, who by a preponderance of the evidence have been found to have violated the College's sexual harassment policy may include, but are not limited to: inclusion of formal reprimand in the employee's personnel file; required attendance at appropriate workshops; suspension of duties without pay; and/or termination. Sanctions for students who by a preponderance of the evidence have been found to have violated the College's sexual harassment policy may include, but are not limited to, suspension and expulsion.

Where the Investigator's findings of fact sustain the Complainant's allegations and a recommendation for disciplinary action is made, the implementation of disciplinary action shall depend upon the policies and procedures governing the Respondent's employment category. For example:

- A recommendation for termination of a tenured or tenure track faculty member may be handled in accordance with the faculty termination policy and/or policies outlined in the *Faculty Handbook*;
- A recommendation of disciplinary action less than termination of a tenured or tenure track faculty member which may be referred to the applicable Division Chairperson for action which the Respondent may appeal to the Vice President for Academic Affairs within five (5) working days after receiving notice of the disciplinary action. Failure of the Respondent to appeal within five (5) working days shall result in the loss of the Respondent's right to appeal the recommended disciplinary action;
- A recommendation for termination of a classified employee may be handled in accordance with the policies and procedure found in the *College's Staff Handbook*; and
- A recommendation for disciplinary action against a student may be handled in accordance with the Code of Student Conduct.

Recommendations for action based upon a finding of sexual harassment committed against a member of the College community (employee or student) by a person external to the College (an independent contractor, a vendor, a third party) will depend upon the circumstances of each case and may include, but are not limited to: termination of a contractor's contract with the College, referral to officials of the Criminal Justice System, and a prohibition against such persons under the penalty of trespass from being on Campus.

In every case where the College makes a recommendation for disciplinary action against a Respondent as a result of an investigation, the Respondent shall, at the Respondent's request, be entitled to a hearing. The request for a hearing shall be in writing and must be made within five (5) working days following the date that the notice of the findings of fact resulting in the recommendation for disciplinary action was issued to the Respondent. A hearing panel shall be convened by the President to hear the Claimant(s), the Respondent(s), witnesses for the Complainant and/or Respondents, and to review the Investigator's findings and recommendations within 30 calendar days following the hearing.

#### **False and Malicious Charges**

The use of the College's policy to make false and/or malicious allegations is strictly prohibited. Any student, faculty member, or staff member who exercises bad faith and brings a false or malicious charge of sexual harassment against another member of the College community may be subject to disciplinary action, including but not limited to: termination, suspension or formal reprimand of employees; and suspension or expulsion of students.

#### **Effective Date**

The effective date of this policy shall be August 1998. This policy shall govern the treatment of complaints of sexual harassment received by the Vice President for Academic Affairs on or after this date.



# Admissions

## Admission Requirements

Saint Augustine's College welcomes applications for admission from students without regard to race, creed, color, religion, sex, national origin, disability, or age. In order to apply for admission students should

- submit a completed application to the Office of Admissions along with a nonrefundable \$25.00 application fee. The information included on the application must be current and accurate. Submitting incorrect and/or incomplete information on an application for admission may result in the revocation of admission or delay the processing of the application;
- request that official copies of all transcripts, CLEP, Advanced Placement, and/or other test scores be mailed to the Office of Admissions directly from the testing agency and from the high school or from the college from which the student is transferring. Prospective students must be high school graduates whose grades indicate probable success in college. The Scholastic Aptitude Test (SAT I) or the American College Test (ACT) is required for all first-time college freshmen; and
- provide satisfactory evidence that the following high school units have been completed in a secondary school approved by a regional accrediting association.

English	4 units
Mathematics	3 units (1 unit must be Algebra I)
Science	2 units
Social Studies	2 units
Electives	9 units
<b>Total</b>	<b>20 units</b>

Applicants for admission must also provide the Office of Admissions with: 1) endorsement by reliable persons as to the applicant's character and personality; 2) a statement of honorable withdrawal from the College last attended; 3) current health and immunization certifications; 4) and security clearance by the police in the applicant's hometown.

## Housing and Room Fee

A room reservation fee is required in order to reserve room space for any applicant who plans to live in College housing. Payment of the room reservation fee should be made before July 1 for the fall term and by December 1 for the spring term. The fee is non-refundable.

## Foreign Students

Foreign students are required to submit the following materials before an admissions decision can be reached on his/her application:

- A completed application form furnished by the Director of Admissions;

- An official transcript of work completed on the secondary level and on the college level, if applicable. Saint Augustine's College requires foreign students to have their foreign educational credentials evaluated by a national evaluation service such as World Educational Services (WES) or Educational Credential Evaluators, Inc., (ECE). The student should request that the transcript evaluation be sent from WES or ECE to the Registrar at Saint Augustine's College. (See the Academic Affairs section on "Credits Earned at Foreign Colleges," for additional information);
- Proof of proficiency in English (TOEFL);
- A statement of the applicant's financial resources showing that he/she can meet U.S. study costs. Payment of total expenses for the first year is required before the I-20 can be released. This must be accomplished prior to enrollment;
- A report listing scores made on the SAT or ACT; and
- Current Health and Immunization certificates.

A foreign student attending another U. S. institution will not be considered for admission on a transfer basis until he/she has completed at least one semester (preferably one year) of study at the institution which issued the I-20 form and has completed all transfer requirements as listed in items 1-6 above.

### **Transfer Students**

Saint Augustine's College welcomes applications from transfer students from community colleges and from four-year colleges and universities that are accredited by the State of North Carolina or by a duly authorized regional accrediting agency. In order to be considered a transfer applicant, you must have completed 24 semester hours or 36 quarter hours. If the aforementioned numbers of hours have not been obtained, the applicant must submit an official final high school transcript along with SAT and/or ACT scores. Transfer students should be in "good standing" academically and should not have been suspended or expelled from the college or university that they last attended. Saint Augustine's College accepts articulation agreements with several community colleges.

A student transferring from another college must submit to the Office of Admissions official transcripts from the college or university, which he/she previously attended. If the student has attended more than one college or university, official transcripts from each institution previously attended must be received before an admission decision can be made on the application. A completed application should be received at least thirty days (30) before the beginning of the semester in which the applicant desires to enroll.

A transfer student's academic level is based on the number of accepted credit hours (i.e., transferred) from the institution(s) he or she previously attended. While the Office of Admissions makes an initial review of courses taken at other institutions, the official evaluation for transfer credit is done by the Registrar, and eligible transfer credit is posted on the student's Saint Augustine's College transcript. The evaluation of the transcript is conducted on a course by course basis by the Department Head and Division Chairperson in the discipline in which the intended major is located to determine if the work is applicable toward

fulfillment of graduation requirements in the student's major. The evaluation of a transcript is not official until the credits have been accepted by the Registrar and recorded on the students' transcript at Saint Augustine's College as transfer credit.

Only comparable college-level courses in which the student has earned grades of "C" or better are accepted as transfer credit. The transfer of credit does not include the grades nor the quality points earned in a class. A transfer student is expected to conform to the academic requirements of Saint Augustine's College that are current at the time of his/her enrollment at the College. All current general education requirements, as well as all current requirements in the major listed in the Catalog in effect at the time the student transfers must be met; and, the final thirty (30) semester credit hours must be earned at Saint Augustine's College. The maximum number of transfer credits that may be accepted from all previous colleges or universities is 90. In order to graduate with honors a transfer student must have earned a minimum of sixty (60) credits while continuously enrolled in Saint Augustine's College.

### **Veterans and VA Recipients**

Saint Augustine's College is approved for the enrollment of Veterans and other VA recipients of benefits. Veterans who are seeking VA assistance should apply to the VA Certifying Officer in the Office of the Registrar. If accepted by the College, Veterans and VA Benefits Recipients should apply immediately to the nearest regional office of the Veterans Administration for a certificate of eligibility and entitlement, indicating clearly their educational objective. The Veterans Program is approved by the State Approving Agency of the University of North Carolina (UNC) General Administration. In addition to the general admissions requirements, the Veterans and VA Benefits Recipients are expected to satisfy the following:

- Pay all expenses in the same manner required of non-veterans. (This does not apply to Vocational Rehabilitation applicants.);
- Report to the Office of the Registrar during the designated time in order to complete all VA information;
- Attend orientation sessions at the beginning of each semester;
- Attend counseling sessions with the VA Coordinator; and
- Make sure that daily attendance records are updated by the instructors, and bi-monthly schedules are signed and submitted to the Office of the Registrar by the deadline date.

Records of Progress are kept by this institution on veterans and non-veterans alike. Progress records are furnished to both veterans and non-veterans at the end of each school term.

### **Re-admission**

For many reasons students may experience a break in continuous enrollment at Saint Augustine's College. A student who has not enrolled in any classes at the College for two consecutive semesters (not including the Summer session) shall not be considered as a continuing student. Persons who have had a break of longer than two semesters must meet the graduation requirements of the Catalog in effect following their break. A student may appeal this policy by submitting a

written request to the Department Head or Division Chairperson. The appeal must be approved in writing by the Vice President for Academic Affairs. No appeal will be granted where the student exceeds the time limit of seven years from the time he or she first enrolled in Saint Augustine's College. See the Academic Affairs section of this Catalog for additional information on the Time Limits.

Students who have been suspended for academic deficiencies or for violation of college policies will also have to reapply for admission. In order to be re-admitted a student must submit a written request to the Registrar at least thirty (30) days prior to the semester in which the student plans to enroll. Re-admission is not automatic and the College reserves the right to deny re-admission to students who have failed previously to make satisfactory academic progress or who have violated the College's policies.

# Financial Information

## Expenses

During the spring semester each year, the College will inform students of the estimated general expenses for the next academic year. Estimated general expenses include tuition, fees, room, board and new student fees. The general expenses do not include laboratory fees, special fees, or expenditures for books and supplies.

The Business Office will send statements to students each semester as a reminder of their financial obligations. Students are expected, however, to meet their financial obligations promptly and without notice from the Office of Business and Finance. It is each student's responsibility to inform parents or guardians of their financial status. Students who do not settle their financial affairs may not be allowed to register and students who fail to pay their bills may also be subject to suspension or withdrawal of college services including denial of transcript requests.

The total amount for the semester is due at registration along with any balance from previous charges. Students whose parents have not received Plus Loan approval may be required to make a deposit at registration.

- **PAYMENTS MAY BE MADE BY CASHIER'S CHECK, CERTIFIED CHECK, OR MONEY ORDER. THE ACCEPTANCE OF PERSONAL CHECKS ARE SUBJECT TO VERIFICATION.**

- All checks or money orders are to be made payable to **SAINT AUGUSTINE'S COLLEGE.**

- Written correspondence should be addressed to the:

**Vice President for Business and Finance**

**Saint Augustine's College**

**1315 Oakwood Avenue**

**Raleigh, North Carolina 27610-2298**

- No refunds will be made at the time of payment from checks made payable to Saint Augustine's College.
- Students who officially withdraw, who are suspended, or expelled are subject to the federal refund policy. Failure to initiate or complete the proper forms at the time of withdrawal, suspension, or expulsion, will affect the date of withdrawal, thereby affecting the amount due the College. Withdrawal cannot be retroactive for previous semesters.
- Any expense incurred in an emergency by the College on behalf of a student will be charged to the student's account and must be paid within thirty (30) days. Students are encouraged to obtain adequate insurance coverage for loss or damage to personal property.
- If payments are not made as scheduled, the College reserves the right to withdraw its services and accommodations.
- All students who have outside scholarships, grants or loans must notify the Financial Aid Office prior to registration. Scholarship, grant or loan checks should be forwarded directly to the Financial Office.
- Veterans attending the College, under the provision of Public Law 89358, i.e., the GI Bill, are responsible for meeting their expenses.



- The College reserves the right to change, at anytime, all charges including, but not limited to, tuition, fees, bookstore charges, and room and board charges.

### **Estimated General Expenses for 2000-01 Calendar Year**

	<b>BOARDING</b>		<b>NON-BOARDING</b>	
	<b>1st Semester</b>	<b>2nd Semester</b>	<b>1st Semester</b>	<b>2nd Semester</b>
Tuition*	\$2,825	\$2,825	\$2,825	\$2,825
General Fees**	1,125	1,125	1,125	1,125
Room & Board***	2,480	2,480	—	—
Transition Fee (New Students)	305	85	305	85
<b>Total</b>	<b>\$6,735</b>	<b>\$6,515</b>	<b>\$4,255</b>	<b>\$4,035</b>

- At the current rate for tuition and fees, all students who carry more than 18 hours must pay an additional \$175.00 per credit hour at registration.
- All students registering for less than 12 hours will be charged \$230.00 per credit hour and an additional \$230.00 for general fees. Course and laboratory fees are not included in this estimate and the charge may vary from \$10.00 to \$100.00, depending on the subjects taken.
- The cost per credit hour and general fees maybe subject to change without a notice period.
- General fees include library, technology, student union, medical and wellness center services, athletic events, and student publications. Course and laboratory fees are not included in this estimate.
- Because the amenities of the residence halls vary, charges will vary by \$50.00 to \$100.00 based on the facility.
- Advance Housing Deposit — A non-refundable housing deposit is required of all boarding students each year to reserve on-campus housing accommodations.

### **Books and Supplies**

All College Bookstore purchases of books, supplies and other items are expected to be paid by cash, check or credit card at the time of purchase. Books and supplies cannot be returned for cash after the first day of classes. All personal checks are subject to verification.

### **Deferred Payment Plans**

Arrangements may be made with Academic Management Services, Inc. (AMS) to make monthly payments. Applications are available in the Office of Business and Finance. Deferred Payment Plans are made directly with the College and billed monthly by an outside servicing agent. The \$50.00 Deferred Payment fee is due and payable to Saint Augustine's College per arrangement per semester.

### **Repayment and Refund Policies**

A "repayment" is the amount of the cash disbursement that a student must pay back to the College if the student withdraws from the institution. A student who





The policy of Saint Augustine's College is to return the Financial Aid portion of the refund to the programs in the following order:

**Title IV Portion of Refund**

1. Federal Direct Unsubsidized Loan
2. Federal Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal Plus Loan
5. Federal Pell Grant
6. Federal SEOG Grant
7. Other Title IV Assistance

**Non-Title IV Portion of Refund**

1. Student
2. North Carolina Contractual Grant
3. NC Incentive Grant
4. NC Tuition Grant
5. Institutional Scholarship
6. Other

**Credit Balance Refund Policy**

Refund of excess credit balances are due to the students or parents after crediting the total amount of all sources of financial aid to the student's account and satisfying current charges.

When funds credited exceed the amount of tuition and fees, room and board and other authorized charges the College assesses the student, the College must pay the credit balance directly to the student or parent:

- No later than 14 days after the balance occurred if the credit balance occurred after the first day of class of a payment period; or
- No later than 14 days after the first day of class of a payment period if the credit balance occurred on or before the first day of class of the payment period.

Credit Balance Refund Disbursements are distributed in the College Cashier's Office and are issued and made payable to the student unless otherwise indicated.

**Financial Aid**

The goal of the Financial Aid office is to provide a financial package to cover the difference between the student's budget and the amount revealed by his or her official need analysis. Students and prospective students are urged to file an application for financial aid early and follow-up on any additional information needed to make an award. The College's Financial Aid Office is available to assist with the application process.

**Financial Aid Eligibility Requirements**

Saint Augustine's College offers a variety of financial aid programs to assist students. Eligibility for all aid programs at Saint Augustine's College, except those designed to recognize exceptional merit or performance, are based on financial need. Financial need is the cost of attendance minus the Expected Family Contribution (EFC). The College makes every effort to insure that every qualified student will have an opportunity to attend, regardless of financial ability. Approximately 90% of the students enrolled at Saint Augustine's College receive some type of financial aid. The Financial Aid Office allows eligible students up to six academic years to complete their program of study and be eligible for financial aid.

To receive aid from the student aid programs the following requirements must be met:

- Have financial need;
- Have a high school diploma or a general education development (GED) certificate;
- Be enrolled or accepted as a regular student working toward a degree or certificate in an eligible program;
- Be a U.S. citizen or eligible non-citizen;
- Have a valid social security number;
- Sign statement of educational purpose and an overpayment/default certification; and
- Register with the Selective Service, if required.

### **Financial Need**

Financial Aid from federal programs is awarded on the basis of financial need except for unsubsidized Direct and Parent (PLUS) and Consolidation loans. The information a student reports on the Free Application for Federal Student Aid (FAFSA) is used in a formula established by the U.S. Congress to determine the Expected Family Contribution (EFC). The EFC is the amount that the student and parent would be expected to contribute toward the student's education. If the student's EFC is below a certain amount, the student will be eligible for a Federal Pell Grant, assuming that the student meets all other eligibility requirements. There is no maximum EFC that defines eligibility for the other financial aid programs. The EFC is used in an equation to determine your financial need as listed below:

Cost of Attendance – Expected Family Contribution (EFC) = Financial Need

### **Financial Aid Application Procedures**

To be considered for financial aid at Saint Augustine's College, all students are required to:

1. Be admitted to the College;
2. Complete the Saint Augustine's College Application for Financial Assistance;
3. Complete the Free Application for Federal Student Aid (FAFSA);
4. Not be in default on a FFEL, Direct Loan and Federal Perkins Loan; and
5. Maintain satisfactory academic progress.

Financial Aid awards are not automatically renewable. Students must reapply for financial assistance each year. Aid is awarded on a first come first served basis. Students must have all required forms completed and on file in the Financial Aid Office by March 15th preceding the award year for priority consideration. Applications received after the priority deadline will be awarded based upon available funding.

## **Financial Aid Programs**

Saint Augustine's College administers four categories of student financial aid. They are grants, loans, employment and scholarships. Descriptions for each of these categories are listed below:

### **Grants**

Grants are gift money that does not have to be repaid.

*Federal Pell Grant.* This is a federal entitlement program designed to provide financial assistance to eligible undergraduate students. The number of hours the student is taking, the expected family contribution (EFC), and the cost of attendance at the institution determine the amount of the grant. Each applicant receives a Student Aid Report (SAR) as a result of filing the FAFSA. To ensure the proper processing, information from the current federal income tax return should be used. Students should submit all copies of the SAR to the institution in which they plan to enroll.

*Federal Supplemental Educational Opportunity Grant (SEOG).* This is a program that provides grants ranging from \$100 to \$4,000 in an academic year to exceptionally needy students, with priority given to Federal Pell Grant recipients. The Financial Aid Office administers this grant. The student must complete the FAFSA to be considered for this grant.

*North Carolina Student Incentive Grant (NCSIG).* This is a need-based grant ranging from \$200 to \$1,500 per academic year. The State of North Carolina through College Foundation, Inc administers it. In order for an applicant to be considered, the student must complete the FAFSA before March 15th of the year in which he or she is applying for financial aid. The applicant must be a resident of North Carolina.

*North Carolina Legislative Tuition Grant (NCLTG).* This grant is available to all full-time residents of North Carolina who are attending Saint Augustine's College. The student must complete a brief application with the Registrar at registration. These funds are credited to the eligible student's account. The amount of the grant is subject to change each academic year.

*North Carolina Contractual Grant.* The State of North Carolina appropriates funds to be administered by Saint Augustine's College to assist exceptionally needy North Carolina students, with priority given to Federal Pell Grant recipients. To be eligible for this grant, the student must complete the FAFSA, must be a North Carolina resident, and must have demonstrated financial need. The amount of the grant ranges up to the cost of tuition.

## Loans

A loan is money that must be repaid after you graduate or drop below 6 credit hours.

*Federal Perkins Loan.* This loan is administered by the Financial Aid Office to provide long-term, low-interest loans to students who demonstrate financial need. A student may borrow up to a maximum of \$3,000 for each undergraduate year. The total amount borrowed cannot exceed \$15,000 for all undergraduate years. Repayment begins nine months after the student graduates, withdraws or ceases enrollment. The interest rate is 5%. The student must complete the FAFSA to be considered for this loan.

*Federal Direct Subsidized Loan.* This program provides low-interest, long-term loans to eligible students attending school at least half-time. The maximum loan amount each academic year is \$2,625 for a freshman; \$3,500 for a sophomore and \$5,500 for a junior or senior. A three percent 3% origination fee is deducted from each loan disbursement. The maximum aggregate loan amount for an undergraduate student is \$23,000. Interest is not charged while the student is enrolled in school. Repayment begins six months after the student graduates, withdraws or ceases attending school at least half-time. Students must demonstrate financial need. The student must complete the FAFSA to be considered for this loan.

*Federal Direct Unsubsidized Loan.* This program was created for students who do not qualify for the maximum amount of the Federal Direct Subsidized Loan program. This loan is not based on need. The terms and conditions are the same as the Federal Direct Subsidized Loan program, except that the student is responsible for interest that accrues while he/she is enrolled in school on at least a half-time basis. The student may choose to pay the interest while enrolled in school or allow it to accumulate and be capitalized. The interest will be added to the principal and will increase the amount the student will have to repay. A four percent (4%) origination fee is deducted from each loan disbursement. The interest rate is variable and will not exceed 8.25%. Repayment may be deferred until six months after the student ceases attending school on at least a half-time basis.

*Federal Direct Plus Loan.* This is a low-interest loan for parents of dependent students who want to borrow to help pay for their child's education. The student must be enrolled for at least half-time. The maximum amount a parent can borrow is the cost of attendance minus any financial aid offered to the student. The interest rate is variable but will not exceed 9% for first time borrowers. Parents who have no adverse credit history are eligible for the Federal PLUS loan. There is a four percent (4%) origination fee deducted from the loan. Repayment begins sixty (60) days after the loan proceeds have been disbursed.



## **Employment**

Campus employment provides part-time jobs for undergraduate students with financial need to earn money to help pay education expenses.

*Federal Work-Study Program (FWS).* This program provides part-time employment to eligible students. Students earn at least the minimum wage and work approximately 8-12 hours per week. Federal Work Study provides the student with the opportunity to gain valuable experience as well as earn money to assist with meeting their educational expenses. Students are employed by a variety of departments and offices. Students are paid monthly according to the pay schedule given at the time of assignment. The student must complete the FAFSA to be considered for Federal Work Study.

*College Work-Aid.* This is a work program funded by the institution to assist a limited number of students with on-campus employment. The Financial Aid Office administers these funds. It is an institutional program similar to the Federal Work Study program. Students may work up to 20 hours per week and earn at least the minimum wage.

## **Scholarships**

A scholarship is gift money awarded to students based on their academic performance, athletic ability or leadership potential.

Saint Augustine's College offers a limited number of scholarships to students who demonstrate outstanding academic achievement. It also provides tuition remission to students whose parent or spouse is employed at the College. In addition, the College provides scholarships based on athletic ability, leadership potential and special talents. Admission scholarships are available for freshmen with high SAT scores and academic abilities.

The College provides a number of competitive scholarships that are awarded to students from private donors and public agencies. Students must complete a scholarship application and submit it to the Financial Aid Office by the designated deadline date. The recipients of these scholarships are selected on a competitive basis and are usually announced during the Honors Day Program at the end of each school year.

## **Satisfactory Progress Policy**

### **Standards of Minimum Progress**

A student who meets the minimum standards of progress will be allowed to continue at the College. Students with a cumulative GPA below a 2.0 will be restricted to a maximum course load of 12 credit hours. Students must complete 50% of credits attempted within each academic year. The standards of minimum progress are as follows:

- At the end of the first year, the student has earned a minimum cumulative GPA of 1.75;
- By the end of the second year, the student has earned a minimum cumulative GPA of 1.85;



- At the end of the third year, the student has earned a minimum cumulative GPA of 2.00;
- At the end of the fourth year, the student has earned a minimum cumulative GPA of 2.00; and
- At the end of the fifth year, the student has earned a minimum cumulative GPA of 2.00.

### **Financial Aid Probation and Suspension**

Financial aid recipients, who do not maintain the minimum standards of satisfactory progress, may be placed on financial aid probation or suspension. Students are placed on financial aid probation for one semester, if they do not meet the satisfactory progress requirements after completing the academic year. Students placed on financial aid probation must raise the number of credit hours successfully completed and/or the cumulative grade point average to the minimum requirements outlined above in order to avoid financial aid suspension. Students will be placed on financial aid suspension after being on probation for one semester. Students on financial aid suspension will remain ineligible to receive financial assistance until the minimum academic requirements are satisfied or an appeal has been approved.

Upon termination of financial aid, students may reestablish satisfactory progress by one of the following methods:

1. Improving their GPA by attending Summer School;
2. Repeating failed courses; and
3. Removing incomplete grades.

### **Financial Aid Suspension Appeals**

Appeals against financial aid suspensions must be made in writing to the Director of Financial Aid. Appeals should explain why satisfactory progress was not maintained and why aid should not be suspended. Documentation should also be submitted to verify reasons for the appeal. Acceptable reasons for appeals include the following:

1. Personal illness or accident documented by the attending physician or medical care unit;
2. Serious illness or death within the immediate family. (Immediate family includes parents, guardians, sisters, brothers, children and spouse);
3. Cancellation of classes or withdrawal from the College; and
4. Other extenuating circumstances considered acceptable by the College.

The Financial Aid Director will notify all students in writing within fifteen (15) days as to the result of their appeal. Students whose appeals are approved are required to report to their Academic Advisor. The Academic Advisor will direct the student to counseling, academic tutoring, student services or any other department, as needed. The Academic Advisor will also discuss with the student any problem that may be a hindrance to academic progress.

The Financial Aid Committee may set specific terms for regaining eligibility, which may include the student paying his/her own cost for a specified time.

# Student Life

## **The Division of Student Affairs**

The Division of Student Affairs is committed to advancing the integration of the curricular and co-curricular areas of student life while simultaneously supporting the educational mission of the College. The division is responsible for providing quality support services designed to anticipate and respond to the changing needs of students while providing a safe, healthy, intellectually challenging environment that fosters greater student involvement and enhances emotional, social, intellectual and career development.

Student Affairs provides a variety of services and activities that provide for the enhancement of the student as a “whole person.” The entire Student Affairs staff is committed to student development and student learning and endeavors to establish collaborative relationships throughout the College to promote these objectives.

## **Student Activities**

The Office of Student Activities offers a variety of social, cultural, educational, recreational, developmental, and experiential activities for the entire Saint Augustine’s College community. Leadership training and development, organization training and development, information services, entertainment promotion, and recreational activities are among the many programs, services and resources coordinated by student activities. Students at Saint Augustine’s College are encouraged to participate in extracurricular activities.

## **The College Union**

The College Union, named after Dr. Martin Luther King Jr., is open seven days a week. This multi-purpose facility houses the dining hall, student government offices, the post office, bookstore, recreational, and snack bar facilities. Serving as the hub of student activity, the Union provides cultural, social, and recreational activities that contribute to the students’ overall personal growth and development. The large recreational area offers students a relaxing environment to socialize, watch television, play cards, board games, table tennis, air hockey, billiards, and video games. The Union also serves as a forum for lectures, panel discussions, cultural fairs, festivals and a variety of other programs and activities.

## **Student Clubs and Organizations**

A variety of student clubs and organizations are provided to enhance the overall development of students at Saint Augustine’s College. These activities provide tremendous opportunities for participation and leadership and cater to a wide variety of interests (i.e., academics, honors, religion, politics, professional and service). Official college recognition of these groups is determined by the appropriate approving authorities following an application process. Membership is based upon the respective organization’s national policies and procedures for initiation/induction. Hazing, humiliation, pledging, and harassment are strictly prohibited. Organizations found in violation of this policy will be immediately suspended and may have their charter/license as an officially recognized organization revoked.

## **Student Government Association**

The Student Government Association (SGA) is the prime student representative body. Its purpose is to represent and voice student ideas/concerns to appropriate authorities. Freshmen, Sophomore, Junior, and Senior classes are represented in this organization. Class Presidents, Vice Presidents, Secretaries, and Queens are selected through a class election process. Class treasurers and representatives are appointed by their respective Presidents. All Saint Augustine's College students can attend SGA meetings. Student participation in this process significantly enhances the effective governance of the campus and is important to the growth and educational process of the individual student. Each student has a voice in the election of officers and interaction with respective class representatives. The SGA President and his/her appointee are non-voting members of the College Board of Trustees. They report student concerns and ideas directly to the College's governing body.

## **Honor Societies**

Saint Augustine's College Honor societies promote high academic achievement, leadership, and high moral character.

*Alpha Kappa Delta Honor Society* is open to Sociology majors and membership is based on leadership with a cumulative scholastic average of 3.1.

*Alpha Kappa Mu National Honor Society* is open to all majors. Membership is based upon character, leadership, and a cumulative scholastic average of 3.3.

*Beta Kappa Chi National Honor Society* is open to Natural Science majors. Membership is based upon character, leadership, and a cumulative average of 3.2 in the Natural Sciences.

*Delta Mu Delta Business Administration Honor Society* is open to Business Administration majors. Membership is based upon character, leadership, and a cumulative average of 3.2 in Business Administration.

*Phi Eta Sigma National Honor Society* is open to college freshmen that have a cumulative average of 3.5 at the close of any full-time curricular period during their first year.

*Pi Lambda Theta International Honor Society* is open to Education majors. Membership is based on the intent to pursue a career in education, character, leadership, and a cumulative scholastic average of 3.5.

*Sigma Rho Sigma National Social Science Honor Society* is open to social science majors. Membership is based on character, leadership, and a cumulative average of 3.0 in the Social Sciences.

*Sigma Tau Delta* is open to English majors. Membership is based on character, leadership, and a cumulative average of 3.0 in English.

## **Greek Letter Fraternities and Sororities**

*Alpha Phi Alpha Fraternity, Incorporated*, the first African-American Fraternity, was founded in 1906. This organization was founded with ideals and principles of brotherhood, scholarship, professionalism, and social achievement.

*Kappa Alpha Psi Fraternity, Incorporated*, was founded in 1911. The chief goal is to provide opportunities for young men to acquire sound moral, intellectual and social anchors for effective living.

*Omega Psi Phi Fraternity, Incorporated*, was founded in 1911. The chief goal is to mold and shape young College men, who meet the requirements for fraternity-ship, into a finer product: a whole man.

*Phi Beta Sigma Fraternity, Incorporated*, was founded in 1914. The motto of the Fraternity is "Culture for Service," and "Service to Humanity."

*Alpha Kappa Alpha Sorority, Incorporated*, the first African-American Sorority, was founded in 1908. These women hold as their guiding light the motto: "Advancement through knowledge and achievement."

*Delta Sigma Theta Sorority, Incorporated*, was founded in 1913. These women are pledged to serious endeavors, community services, and high cultural standards.

*Sigma Gamma Rho Sorority, Incorporated*, was founded in 1922. These women foster high ideals and encourage upright living among women.

*Zeta Phi Beta Sorority, Incorporated*, was founded in 1920. These women strive to make meaningful its ideals of service, scholarship, and sisterhood.

## **Other Clubs and Organizations**

Saint Augustine's College offers a myriad of opportunities for students to participate in clubs and organizations of their interest. Students who are eligible, are encouraged to join one or more of the following clubs:

- Ambiance Production and Entertainment (Nubiance)
- Art Club
- Association of Computer, Office and Business Education (ACOBE)
- Association of Future Computer Professionals
- Beta Phi Pi
- Biology Club
- Chemistry Club
- Club Media
- College Choir
- Criminal Justice Club
- Dance Troupe
- Elementary Education Majors Club

- Falcon Club
- Gospel Choir
- Groove Phi Groove Social Fellowship
- History Club
- Industrial Hygiene and Safety Club
- Industrial Mathematics Club
- International Business Club
- Jazz Ensemble
- Minorities in Agriculture, Natural Resources & Related Sciences (MANRRS)
- Music Majors Club
- M.Y.S.T.I.C. (Metropolitan Youth Standing Tall in Carolina)
- NAACP
- National Association of Black Accountants
- National Association of Black Engineers
- National Association of Black Engineers and Technologists
- Panhellenic Council
- Phi Beta Lambda
- Phi Kappa Delta
- Physical Education Majors Club
- Photography Club
- Pre- Alumni Club
- Pre-Law Club
- Pre-Medicine Club
- Saint Augustine's Players
- Society for the Advancement of Management
- Sociology Club
- Special Education Majors Club
- Speech and Drama Club
- Steppers for Christ
- Student Ambassadors
- Student Service Corps
- Swing Phi Swing Social Fellowship

## **Athletics**

Athletics significantly enhances the student's personal development. The Athletic Department is headed by the Athletic Director. Saint Augustine's College is a member of the National Collegiate Athletic Association (NCAA), Division II, and the Central Intercollegiate Athletic Association (CIAA). The athletic programs operate under the auspices of the National Collegiate Athletic Association, Division II. The College sponsors the following intercollegiate sports: baseball (men), basketball (men and women), track and field (men and women), golf, tennis, softball (women), volleyball (women), soccer and cross-country. For men and women to be eligible to represent the College in intercollegiate athletics competition, he or she shall be in compliance with all applicable provisions of the constitution and Bylaws of the NCAA and all rules and regulations of the College and Conference(s) or similar association of which the College is a member. Saint Augustine's College



boasts many NCAA and Division II championships in track and field, as well as numerous CIAA championships in track and field, basketball, and volleyball. The head track coach was selected as assistant track coach for the 1996 United States Olympic Track and Field team. Intramural sports are also offered in a comprehensive program to provide enjoyable recreational opportunities for the student body. There are ample opportunities for team, dual, and unstructured “free play” activities.

### **Religious Life**

Religious life at Saint Augustine’s College offers opportunities for spiritual growth to its students as an integral part of the life of the campus. Saint Augustine’s College was founded in 1867 through the combined efforts of the Freedmen’s Commission of the Protestant Episcopal Church and a group of clergy and laymen of the Episcopal Diocese of North Carolina. The College Chapel, built in 1895, is registered as a North Carolina historic site. This beautiful historic chapel is the cornerstone of the College’s religious programs. Saint Augustine’s seeks to maintain an environment, which is supportive of Christian ideals and fosters personal integrity, intellectual freedom, and academic excellence. In shaping the religious life environment at Saint Augustine’s, the College seeks to support the freedom of each student to choose their own faith, and also seeks to foster an environment in which these different religious perspectives are supportive and respectful of the resulting diversity. Saint Augustine’s welcomes those religious traditions, which share this appreciation of diversity, affirm the freedom of the individual, and support the College experience. All students are encouraged to worship in the Saint Augustine’s Chapel on a regular basis, but are not required to adopt a particular religious affiliation.

### **Publications**

*The PEN*, the official student newspaper on the campus is produced by the students, and is supervised by the Publications board, which is comprised of faculty, staff, and student members. *The FALCON*, the official yearbook of Saint Augustine’s College, chronicles the events of the year in the life of the College through pictures and text. It is a student publication under the direction of its editor. The Publication Board supervises the yearbook. Student handbooks are available through the Office of Student Affairs. This publication is helpful to all students and provides essential information concerning the rules and regulations of the College.

### **Health Services**

Health Services are provided at the Joseph G. Gordon Infirmary. Each student must have taken a thorough physical examination before matriculating at the College, and submit a certificate of good health. A student who has special medical problems is responsible for registering them with the College Physician. The student is subject to an examination by the College Physician, and the College will be guided by the physician’s recommendations. Registered nurses are also employed by the College. Since the health fee is nominal, the College must charge the individual for extra medical services if required. The College maintains a health



plan to cover all of its students for a reasonable charge. The insurance is included in the general fee. The insurance will only pay a percentage of the medical expenses incurred from a hospital. Some expenses are not covered by the health plan. In case of emergencies or illnesses beyond the capability of the College Infirmary, students are transported to the Wake County Medical Center, approximately three miles from the campus. The College also provides a health and wellness program. A “state of the art” fitness center provides wellness services and is opened to the public and students for a fee.

### **Immunization Requirements for All New Students**

The North Carolina Immunization Law requires that all new students entering college must present the Admissions Office with a record of immunization prior to college enrollment. By written documentation, students must provide proof as follows:

- Students 17 years of age or younger:
  1. DTP Diphtheria
  2. Tetanus
  3. Pertussis or Td (Tetanus-diphtheria) doses. One Td dose must have been within the last 10 years.
  4. POLIO (oral) doses
  5. Two (2) MMR (Measles, Mumps, Rubella)
- Students born in 1957 or later and 18 years of age or older:
  1. Three (3) DTP or Td doses. One Td dose must have been within the last 10 years.
  2. Two (2) MMR (Measles, Mumps, Rubella)
- Students born prior to 1957
  1. Three (3) DTP or Td doses. One Td dose must have been within the last 10 years
  2. One (1) Rubella dose\*\*

\* History of physician-diagnosed measles disease is acceptable.

\*\* Physician-diagnosed rubella disease is not acceptable. Only laboratory proof of immunity to rubella is acceptable. Rubella dose is not required for students 50 years of age or older. Second measles and rubella is required along with mumps vaccine.

### **Campus Police and Public Safety**

Saint Augustine's College maintains a safety and security program through the Department of Campus Police and Public Safety to safeguard persons and property in the campus community. Public Safety responds to calls in any situation where the safety or security of a member of the College community is threatened.

Public Safety police officers are authorized to take necessary measures to ensure effective and efficient performance of their duties. Students must give priority recognition to the Public Safety staff as authorized and duly deputized officers of the College, as they discharge their duties. Failure to comply with these officials acting in their official capacity constitutes a violation of the College's Standards of Conduct and will subject the student to disciplinary action, including but not limited to suspension or expulsion.

It is a privilege for a person to operate a motor vehicle on the campus. Each student, faculty, and staff member must agree to comply with the rules and regulations set forth by the College. The College reserves the right to withdraw motor vehicle parking privileges from any person. Students, including freshmen desiring to operate and park vehicles on campus, are required to register their vehicles with the College's Department of Public Safety. Students must purchase a decal and provide proof of ownership. A vehicle is not registered until a decal is displayed on the vehicle. Motorcycles, motorbikes, and scooters are not allowed on campus. Bicycles must also be registered with the Public Safety Department and the bicyclist must adhere to prescribed rules and regulations.

Parking citations will be strictly enforced. Violators of campus parking privileges who receive four or more citations in one semester will have their vehicle restricted from campus parking. Moving violations that are potentially dangerous, such as speeding and reckless driving, are subject to disciplinary action in addition to any citation fines levied. Fines for traffic and parking violations vary, depending on the offense. Citations must be paid in the Cashier's Office and violators must conform to the directions on the citation. Failure to do so will subject the violators to additional citations, fines, and penalties.

Saint Augustine's College reserves the right to tow vehicles off campus at the owner's expense if they are found improperly parked on campus, or in areas potentially dangerous to safety (i.e. fire lanes, fire hydrants, traffic lanes, dumpster areas, etc.).

Neither Saint Augustine's College nor its employees assume any responsibility for loss from theft or damage to vehicles parked in college parking areas or operated on the campus. The College urges automobile owners to acquire adequate insurance to cover such losses.

## **Residence Life**

The Office of Residence Life is committed to the concept that residence halls are to provide a place where students grow, experience the richness of community living, and engage in learning outside the classroom. On-campus living provides proper balance of challenge and support for residents, which allows them to take responsibility for their individual development.

Residence halls are staffed by resident directors and student resident assistants. Each resident director is a full-time professional and is responsible for the overall day-to-day operations and programming for the living area. A substantial portion of the director's time is spent planning and coordinating educational, social, and cultural activities. They also respond to emergencies and building maintenance needs. Each residence hall is comprised of a student residence hall council that voices student ideas and concerns.

## **Co-Ed Visitation Policy**

Coed Visitation allows students from the opposite gender to visit at prescribed times in residence hall rooms. Residents are permitted two co-ed visitors at a time (including siblings). Co-ed visitors are restricted to the room annotated on the visitors log only. Visitors must leave pictured driver's license, state, student, or military identification cards at front desk. Visitors must sign and print name, log

room number, name of host, and time/date of arrival. The host must also sign, acknowledging receipt of guest. Upon departure, visitor must retrieve I.D., provide time, and sign out. The host must also sign, acknowledging departure of guest. The host must escort the visitor at all times, including arrival, departure, and restroom visits. Restroom visits must be made in residence hall lobby. If a guest does not sign in or is found in an unauthorized area, he/she will be charged with trespassing. If visitor is found unescorted, the host will also be penalized. Parents/Guardians will not be counted in coed visitor number, however, names will be matched with the emergency data information on file in the residence hall. A host student will be held responsible for the actions of his or her guest as it relates to the guest's actions toward the host's roommate's person or property. School conduct rules apply at all times. Action(s) taken by residence directors/assistants for unauthorized practices will be obeyed at all times. If asked to leave, the visitor must leave. The issue will be discussed at a later time. Any infraction of this policy shall result in the loss of co-ed visitation privileges for the students involved.

## **Residence Halls**

All of the residence halls rooms are furnished with beds, mattresses, desks, chairs, curtains, or blinds. Students are held liable for any furniture removed from the room or any damage to furnishings beyond usual wear and tear. Students assigned a space in college housing are required to sign a housing agreement relating to the terms and conditions of occupancy for the full academic year. Students will complete an emergency data card for notification and information purposes.

Housing for students are provided in college operated student residence halls. An individual must be admitted to the College before an application for housing is accepted. The housing application must be renewed each year. Enrolled students must be registered for a minimum of twelve semester hours to be eligible for residence.

There are specific acts of damage or vandalism that occur in the residence halls for which the responsible party cannot be identified. The College has a collective fee policy for assessing vandalism and other damage charges. If the responsible party is not established within a specified period of time, the cost of repair or replacement of the area or item damaged or vandalized will be divided equally among all residents of the affected area.

Residence Halls officially close during the designated Christmas holiday. All students must vacate their rooms accordingly during this time.

## **Student's Health and Safety Policies**

### **Firearms and Weapons**

The possession of any weapons, such as, but not limited to, rifles, shotguns, handguns, air guns, BB guns, stun guns, starter pistols, ammunition, and other firearms; knives and blades of any type; metallic knuckles and explosives (to include dangerous chemicals), on college owned property or at college sponsored

activities is strictly prohibited. Violators will be subject to arrest and severe disciplinary action, including immediate expulsion from the College.

### **Drugs**

Saint Augustine's College is fully committed to achieving a drugs free environment for its students. As such, the College has a zero tolerance for the possession, the use of, and/or the distribution of illegal drugs. The unlawful manufacturing, use, possession, distribution and sale of narcotics and drugs in any form other than by proper prescription are strictly prohibited on the Campus, on college owned property and at college sponsored events. Violators will be subject to arrest and severe disciplinary action, including immediate expulsion.

### **Alcoholic Beverages**

Saint Augustine's College strictly prohibits the possession and consumption of alcoholic beverages on the campus, college owned property, and college sponsored activities and events. Violators are subject to severe disciplinary action.

### **Smoking**

This habit is a potential health and fire hazard. To create and maintain an environment that is in the best interest of safety, health, and the well being of all students, smoking is prohibited in all college buildings. This policy includes the use of cigarettes, cigars, pipes, etc. Violators will be subject to disciplinary action.

### **Theft**

The wrongful taking of money or property without the consent of the owner is strictly prohibited. This includes college property and the unauthorized taking or consumption of food from the College dining hall and snack bar. Violators of this policy will be subject to severe disciplinary actions.

### **Fighting**

Students are expected to conduct themselves in a mature and orderly manner at all times. Individuals involved in fighting will be subject to disciplinary action, including immediate expulsion.

### **Gambling**

Gambling on College owned property or during College sponsored events is strictly prohibited. Violators of this policy will be subject to disciplinary action.

### **Hazing**

Hazing is against North Carolina State law. Any attempt to annoy a student by playing abusive or ridiculous tricks upon him/her, to frighten, scold, beat or harass that student, is strictly prohibited. Violators of this policy will be subject to disciplinary action.



### **Dismissal Provisos**

Saint Augustine's College reserves the right to terminate summarily, and without a hearing, the student's relationship with the College, if it is found that the student has falsified relevant documents, or if student is found in possession of illegal drugs, in possession of any weapons or firearms, or whose conduct and/or presence at the College constitutes a danger to his/her own health or to that of others; or if his/her actions are in disharmony with the objectives of the College, its social regulations or moral codes; or when, in the opinion of College officials, his /her continuing presence is not in the best interest of the College.

### **Student Development Center**

The Student Development Center is staffed with professional counselors to assist students at any point during their matriculation at the College. The Center's goal is to provide academic, personal, and social growth for students. Services are delivered to students through individual or group activities. The Center's primary focus is to provide students with the necessary tools to make viable choices for productive lifestyles upon graduation. Strong emphasis is also placed upon career planning.

### **Personal Counseling Services**

Personal Counseling Services are provided to assist students with their personal growth and development. From the adjustments of being away from home for the first time to the development of personal management skills, students are encouraged to gain self understanding to evaluate their interests and to determine their life planning options. Many of these skills are introduced through outreach workshops presented in the residence halls and other campus locations.

### **Career Counseling Services**

These services are provided to assist students in identifying their individual capabilities and interests. Opportunities are provided for the development of these skills through career exploration computer software, mentoring programs with local businesses, and through a variety of career awareness workshops. The development of options for graduate school or full time employment upon graduation is the primary focus for students. The experiential learning component in this area provides students opportunities for cooperative education and internship experiences with local and national employers. Assistance is also provided in finding part time employment opportunities with local private and municipal employers.

### **Academic Support Services**

Academic Support Services are provided to assist students with their academic concerns by way of skills development through tutorial assistance and academic advising. Tutors are available to work with students in individual and group settings. Students are encouraged to work with academic advisors to maximize their educational experience.

# Academic Policies

## **The Mission of Academic Affairs**

The mission of Academic Affairs at Saint Augustine's College is to promote an educational environment that is conducive to life learning across the broad spectrum of liberal arts. An important element of this mission is to prepare students for graduate and professional studies or employment in a complex, diverse, and rapidly changing world. The mission of Academic Affairs is achieved through the promulgation of academic policies that facilitates students' mastery of their chosen discipline, supports their intellectual inquisitiveness, enhances their creativeness, and assists them in examining the ethical and spiritual considerations of their personal and professional conduct. Building on a sound foundation of general education and major requirements, a pedagogically competent faculty works with students to help them become leaders who think critically, understand the global context of knowledge, and appreciate the achievements of the human spirit. Towards this mission, the goals of Academic Affairs are:

- To ensure that students attain competencies in the foundational skills of written and oral communication, mathematics, and computer use;
- To help students acquire a historical perspective of the impact of race, gender and culture and the requirements of citizenship in American society;
- To foster in students a critical understanding of the influence and contributions of diverse cultures in a global context, with particular attention to the contributions derived from the cultures of the African Diaspora including, Africa, the Caribbean, and African-American cultures;
- To provide students with the requisite skills and analytical reasoning ability necessary for the successful pursuit of graduate and professional studies in their major discipline;
- To develop, review, and revise curricula that will prepare students for meaningful careers in governments including employment in business, the military, education, the arts, wellness, and community development; and
- To regularly assess the effectiveness of Academic Affairs in fulfilling its mission through regular evaluations of student outcomes, reviewing comparative institutional indicators of institutional effectiveness, and conducting continuous assessment of faculty teaching.

## **The Academic Year**

The academic year at Saint Augustine's College is divided into two semesters of approximately sixteen weeks, including exams. In addition, the College offers an accelerated Summer Session with two four-week block sessions. Students may begin their matriculation at the College at the beginning of the semesters or at the start of the Summer Sessions.

## **Degrees Awarded**

Bachelor degrees are awarded to students who successfully complete a minimum of 120 credits and who satisfy all other relevant graduation requirements provided



in this catalog, which may be amended from time to time. Academic programs at Saint Augustine's College lead to two degrees: a Bachelor of Arts and/or a Bachelor of Science. Candidates for either degree must complete all courses in their major, including required supporting courses from other disciplines, with a minimum grade of "C." The degrees are awarded in the following majors or areas of concentration.

### **Bachelor of Arts Degrees**

Communication	Music
Elementary Education	Music Education
English Education	Political Science
English	Psychology
Exceptional Children's Education	Social Studies Education
History	Sociology
Modern Foreign Languages (French & Spanish)	Theater/Film Production
	Visual Arts

### **Bachelor of Science Degrees**

Accounting	Criminal Justice
Biology	Human Performance and Wellness
Biology Education	Industrial Hygiene and Safety
Business Administration	Industrial Mathematics
Business Education	International Business
Chemistry	Mathematics
Community Economic Development	Mathematics Education
Computer Information Systems	Physical Education
Computer Science	Pre-Medical Sciences

### **Graduation Requirements**

Candidates for graduation must have: passed all General Education requirements; earned a minimum cumulative grade point average (GPA) of 2.0; earned a minimum grade of "C" in English 131-132; earned a minimum grade of "C" in all major courses, including required supporting courses from other disciplines; and earned the last 30 hours of course requirements in a major in residence at Saint Augustine's College. Students enrolled in courses through the Cooperating Raleigh College Consortium (CRC) are considered "in residence." Candidates for graduation are expected to participate in all commencement exercises, unless excused in writing by the Vice President for Academic Affairs.

Candidates for graduation must apply to their respective Advisors to verify their eligibility for admission to candidacy for graduation. The Candidacy for Graduation form must be reviewed and signed by the student's advisor and submitted to the Division Chairperson by October 1 of the Fall Semester immediately prior to the Spring Semester in which the student expects to graduate. The Division Chairperson will review the student's academic record to

determine whether all requirements for graduation have been successfully completed.

In summary, in order to be eligible for graduation, students are expected to know and satisfy all relevant degree requirements published in the Saint Augustine's College Catalog in effect when they declared their current major, including General Education requirements, Division requirements, as well as the major requirements. While students may expect to receive guidance in course selections and assistance in familiarizing themselves with the College's academic policies from faculty advisors, Department Heads and Division chairpersons, students shall be held responsible for satisfying all requirements necessary to earn their degrees. A student's failure to satisfy all relevant degree requirements is not a basis for making exceptions to the College's academic requirements and/or policies.

Candidates must also be financially cleared with the College. Students should review the Financial Information section of this Catalog for a listing of graduation fees.

### **Independent Study Policy**

Offering courses through Independent Study provides students with an opportunity to complete courses required for graduation, but which may not be offered in the semester needed to complete requirements for the baccalaureate degree. Students needing to complete a required course in their major through Independent Study must obtain an application from the Chairperson of the Division in which their major is located.

The application requires prior written approval from the instructor teaching the course; the signature of the Division Chair from the academic department offering the course; the signature of the Division Chair in the student's major; the signature of the Vice President for Academic Affairs; and the signature of the Registrar.

The following policies shall govern Independent Study:

1. Independent Study is limited to students who are currently enrolled at Saint Augustine's College who must complete required courses in their major;
2. A student is limited to a maximum of three (3) Independent Study courses. Independent Study may not be used to repeat a course unless otherwise approved by the Vice President for Academic Affairs; and
3. A student may not enroll in an Independent Study course in any semester that the course is offered as part of the regular schedule of courses.

The faculty member teaching an Independent Study course must:

1. Provide the student with a standard syllabus for the course; and
2. The syllabus must include required meeting dates, weekly assignments/topics and graded assignments including an assignment which forms the basis for a mid-term and final grades.

### **Honor Graduates**

In order to be eligible for honors at graduation, a student must have: completed all requirements for the degree within seven years of enrolling in the College; must have earned a minimum of sixty (60) credits at Saint Augustine's College; earned a cumulative grade point average of 3.40 or greater at the College; and no grades

below a “C” for any coursework taken at the College. Recognition at graduation for honors in academic performance is as follows:

**Summa Cum Laude**

3.80 to 4.00

**Magna Cum Laude**

3.60 to 3.79

**Cum Laude**

3.40 to 3.59

**General Education Mission Statement**

The purpose of the General Education program at Saint Augustine’s College is to support the College’s mission by ensuring that its graduates are competent in reading, writing, oral communication, and fundamental math skills; acquire an understanding of the influence that History and the Visual and Performing Arts play in their professional and personal lives; and a consideration of ethical implications of personal and professional conduct. The distribution of the General Education core of courses is designed to provide students with a broad based liberal arts educational core which is intended to develop students’ critical thinking and prepare them for life long learning. The General Education core facilitates students’ academic, social, and spiritual development for education, employment, and life in a complex world.

**General Education Goals**

Students who graduate from Saint Augustine’s College share certain characteristics based on common learning experiences. On the completion of the General Education course requirements, students should:

- Think critically and demonstrate a high level of proficiency in written and oral expression;
- Understand and apply mathematical concepts;
- Understand essential elements in the physical and natural sciences and the methods for evaluating them;
- Possess a basic understanding of social and behavioral sciences, and of the human environment and think in an informed manner about social and political issues;
- Possess an appreciation of cultural and spiritual values, creative expression and the history and experience of human society through courses in the humanities, fine arts, and languages;
- Reflect upon ethical and spiritual questions related to their intellectual interests, social responsibilities, and personal growth; and
- Know how to lead a healthy lifestyle based upon an understanding of the importance of exercise and the principles of physical and natural science.

## General Education Requirements

General Education requirements for all majors consist of a series of courses from the Divisions of Liberal and Interdisciplinary Studies, Education, Natural Sciences and Mathematics, and Urban, Social and International Studies. Every student is required to complete the following forty-six (46) academic credit hours. General Education requirements may not be used to satisfy requirements in the major.

### Foundations of Learning\*

			Hours
EDUCA	112	Foundations of Learning*	3
* Transfer students who have earned 24 or more credits. Orientation Classes are non-transferable.			

### Communications\*\*

ENGL	131	Writing and Reading Across the Curriculum (WAC)	3
ENGL	132	Writing and Reading Across the Curriculum (WAC)	3
Total			6
** All students are required to earn a minimum grade of "C" in English 131 and 132 (WAC). Students must satisfactorily complete ENGL 131 with a "C" or better before enrolling in ENGL 132.			

### Modern Foreign Languages

FL		Foreign Language (French, German or Spanish)	3
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### Ethics

PHIL	432	Ethics	3
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### History

HIST	231	Survey of American History to 1877	3
HIST	232	Survey of American History from 1877 or	3
HIST	133	History of World Civilization to 1650	3
HIST	134	History of World Civilization from 1877	3
Total			6

### Mathematics

MATH	131	College Algebra (and/or any higher courses)	3
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### Natural Sciences

#### Biological Sciences (select one)

BIOL	131	Fundamentals of Biology & Lab	4
BIOL	142	General Botany & Lab and	4

#### Chemistry and Physics (select one)

CHEM	131	Fundamentals of Physical Science & Lab	4
HIS	100	Environmental Health & Lab	4
Total			8

**Social Sciences (select one)**

PLPS	131	American National Government	3
PSYCH	232	General Psychology	3
SOC	132	Introduction to Sociology	3
FL		Foreign Language	3
Total			3

**Liberal & Interdisciplinary Studies\***

LIS	221	Interdisciplinary Perspectives Through the Humanities	3
COMM	201	Communication Skills and	3

(Select one)

ART	130	Art Appreciation	3
ENGL	227	African-American Literature	3
ENGL	231	World Literature	3
ENGL	232	World Literature	3
TDF	101	Introduction to Theater	3
ENGL	235	Modern African Literature	3
MUSIC	135	Music Appreciation	3
MUSIC	238	Music and World Cultures	3
MUSIC	325	Survey of African-American Music	3
PHIL	231	Introduction of Philosophy	3
REL	232	Survey of Comparative Religions	3
REL	431	Origins of Beliefs	3

Total			9
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\* Six semesters of a musical ensemble (i.e., Band, Jazz Band, Choir) will substitute for three hours of a Liberal and Interdisciplinary Studies requirement for non-music majors.

**Health & Physical Education\***

PE	101	Wellness Concept and	1
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(Select one)

PE	104-117	Physical Activities	1
ROTC**	101-102		
ROTC**	201-202		

Total			2
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\* Participation in a physical activity may be waived only upon the submission of appropriate documentation to support the waiver by the student prior to the beginning of the course. Such documentation may include, but is not necessarily limited to, a written recommendation by a medical doctor clearly stating that the student is incapable of engaging in the physical activity. Such information must be made available to the head of the Physical Education Department and the Vice President for Academic Affairs.

\*\* Participation in ROTC 101-102 or 201-202 is subject to admission to the Army Reserve Officers Training Corps as well as the satisfaction of ROTC requirements.

**Total General Education Requirements****46 hours**



Students should make every effort to complete all General Education requirements in their freshman and sophomore years. One course may not be used to satisfy two (or more) requirements. Hence, General Education courses may not be used to satisfy requirements in the student's major, Divisional requirements or requirements for the minor. Physical activity requirements may be satisfied by proof of having served at least one year on active duty in any branch of the United States Armed Forces and/or by proof of having served at least one year in the Reserves in any branch of the United States Armed Forces.

### **Time Limit (Seven-Year Rule)**

Students matriculating as degree students at Saint Augustine's College are allowed seven consecutive years to complete degree requirements under the catalog in effect under which they entered the College or was in effect when they declared their current major, whichever event is the most recent. If students have not met the requirements for graduation under the Catalog within the seven-year time frame, they will be denied eligibility for graduation under that Catalog. Students whose time limit has expired will be graduated under the current College Catalog. Students exceeding the seven-year time limit may appeal in writing to the Vice President for Academic Affairs for exceptions to this rule.

### **Residence Requirements: 30-Hours Rule**

All recipients of the baccalaureate degree program are required to complete the final thirty (30) semester hours of academic credit in residence at Saint Augustine's College. The student should be enrolled at the College during the year in which the degree is granted. This requirement also applies to transfer students who are admitted to the College. Coursework taken within the Cooperating Raleigh College Consortium is considered "in residence." The department head, the Division Chairperson, and the Vice President for Academic Affairs must give prior written approval to students, who have attained senior classification, for a waiver of the 30-hour rule and to pursue course requirements for graduation, including General Education as well as major requirements in the major, at CRC institutions. Official transcripts from the CRC institutions where academic credit was earned must be forwarded to the office of the Registrar prior to Commencement. Students who have earned a grade of "D" or "F" in a course required for graduation while enrolled at the College must repeat that course at Saint Augustine's College and obtain a grade of "C" or better. Exceptions to "in-residence" requirements may be made by the Vice President for Academic Affairs in conjunction with the approval support of the Division Chairpersons and the Department Heads.

### **Earning a Second Baccalaureate Degree**

Students wishing to pursue a second degree are responsible for initiating and coordinating any action relating to the majors, whether pursuing two degrees concurrently or successively. Saint Augustine's College will not permit a student to earn more than two baccalaureate degrees.

Prior to pursuing courses in the second major, students are encouraged to meet with the Department Heads and the Division Chairpersons to obtain a full



understanding of the courses and/or other requirements necessary for graduation. Division Chairpersons, Department Heads, and faculty advisors are encouraged to meet regularly with students pursuing a second bachelor's degree to insure that candidates for a second degree remain thoroughly familiar with all graduation requirements.

With the exception of a minimum of 46 hours of General Education credit, students may not use one course to satisfy two sets of academic requirements. Students pursuing a second bachelor's degree at the College will not be awarded credit towards the second major for courses that were required to complete the first major. Thus, students who plan to graduate with two degrees and dual majors must satisfy the requirements for each major, including all supporting courses and electives with separate courses. Credit for supporting courses completed at another institution for other than the first major may be transferred to Saint Augustine's as part of the maximum number (i.e., 90) of transferable credits. Students who satisfy all graduation requirements for two degrees shall receive two diplomas. Students pursuing a second degree at the College must satisfy all internal graduation requirements of the division in which their majors are located.

### **Concurrent Pursuit of A Second Degree at Saint Augustine's College (Dual Degree)**

A student may earn two degrees concurrently at Saint Augustine's College by meeting the following requirements:

- Earn a minimum of 60 hours at Saint Augustine's College;
- Receive written approval from the Division Chairperson in which the second major is located;
- Meet all graduation requirements for both degree programs;
- Satisfy all requirements for the two majors with separate courses; and
- Earn a grade of "C" or better in required majors coursework.

### **Successive Pursuit of a Second Degree**

Students who already hold a baccalaureate degree either from Saint Augustine's College or another regionally accredited college or university may earn a second baccalaureate degree at Saint Augustine's College by meeting the following requirements:

- Complete a minimum of 30 credit hours towards the requirements for the second baccalaureate degree at Saint Augustine's College;
- Satisfy all current requirements for the second major, including all course prerequisites;
- Earn a grade of "C" or better in the required major coursework; and
- Earn a cumulative grade point average of 2.0 or higher in all course work earned at Saint Augustine's College.

Students who have previously earned a baccalaureate degree at Saint Augustine's College or at another regionally accredited institution and who wish to acquire a second baccalaureate degree from Saint Augustine's College must satisfy the current major requirements in effect when they enroll for the second baccalaureate degree.

## **Semester Credit Hours**

A semester credit is defined as one 50-minute class per week (or its equivalent) for one semester. For example, a three-hour class may meet for three 50-minute periods per week, for two 75-minute periods per week, or for a combination of the two formats a week for one semester. Laboratory and studio classes normally require two to four hours in class per week to be equivalent to one semester hour.

## **Credits Earned at Accredited U.S. Colleges**

Once a student has matriculated at Saint Augustine's College, he/she may not pursue courses at another accredited college or university as transfer credits towards a degree without obtaining, in advance of registration for such courses, written approval from the Department Head, the Division Chairperson, and the Vice President for Academic Affairs. Courses taken without such approval may not be accepted by the College. Further, after a student has earned 65 or more semester hours of academic credits at another college, credits earned after enrolling in Saint Augustine's College from a junior college, community college, technical institute or other comparable institution will not be accepted as transfer credits.

Credits earned by students transferring from regionally accredited community colleges and/or technical institutes will receive appropriate credit for courses completed. The student must, however, meet the requirements of the Saint Augustine's College major, even if this involves pursuing freshman and sophomore level courses. The respective Division Chairperson and/or Department Head will review the record of the transfer student and will make the final recommendation on courses, and course applicability towards the major. This rule will also apply in cases where the transfer student has earned the Associate of Arts or the Associate of Science degree from a state-approved program or programs approved by the Southern Association of Colleges and Schools. All transfer credits will be evaluated where applicable, but will not be computed in the grade point average at Saint Augustine's College.

## **Credits Earned at Foreign Colleges**

Students transferring credit from courses taken or degrees completed at Colleges and/or Universities in foreign countries must have their transcripts forwarded to either World Educational Services (WES) or Educational Credential Evaluators, Inc., (ECE) for the evaluation of foreign educational credentials. The student should request that the transcript evaluation be sent from WES or ECE to the Registrar at Saint Augustine's College. The student must also provide the Registrar with an official copy (including the foreign college's or university's seal or stamp) on the transcript. The Registrar shall forward a copy of both the transcript and WES' or ECE's evaluation of the transcript to the Department Head. The respective Division Chairperson and/or Department Head will review the transcript and the transcript evaluation of the (international) student and will make the final determination on courses to be taken and/or credit accepted towards the degree. The (international) student must, however, meet the graduation requirements as found in the current Saint Augustine's College Catalog, even if this involves pursuing freshman and sophomore level courses.

## **Cooperating Raleigh Colleges (CRC)**

Through an agreement with North Carolina State University, Shaw University, Meredith, Peace, and Saint Mary's School (i.e., the Cooperating Raleigh Colleges or the "CRC"), students may take courses and pursue programs of study, including courses leading to a minor, when such courses are not offered at Saint Augustine's College. Credits earned through the CRC are not considered transfer credits and, therefore, are computed in the students' semester and cumulative grade point averages. Students who are enrolled at Saint Augustine's College and who are interested in taking courses through the CRC must receive written permission prior to registration at the CRC institutions from the Department Head, the Division Chairperson and the Vice President for Academic Affairs.

Students who have previously enrolled in courses at the Saint Augustine's College and who received a grade of "D" in courses required in the major must repeat such courses at Saint Augustine's College. Where there are extenuating circumstances that students believe warrant consideration in the application of this policy, students should appeal in writing to the Department Head of the department in which the course is offered and written authorization must be granted prior to enrolling in the course through the CRC by the Division Chairperson and the Vice President for Academic Affairs. Students who attend North Carolina State University and are not certified as North Carolina residents must pay additional tuition, and/or fees to North Carolina State University above the tuition and fees charged at Saint Augustine's College.

## **Credit by Examination**

### **College Level Examination Program (CLEP)**

CLEP is a national program of credit-by-examination that offers students the opportunity to obtain recognition for College-level achievement. CLEP offers two types of tests: General Examinations and Subject Examinations. CLEP credits will be reflected on the student's transcript as transfer credits. No more than twenty-four (24) hours of credit can be received through CLEP tests for both general and subject examinations combined.

Credit will be granted to students achieving scores of 50% or more on the general exams. The College will accept for college credit the mean score (or above) achieved by students in the national norm groups who earned grades of "C" in comparable courses. No credit may be granted for CLEP tests, which are repeated. If a student fails a CLEP test, then retakes the test, the student may not receive credit even if the subsequent score meets criterion.

The amount of credit to be awarded is to be determined by the Director of the Honors Program in consultation with the Department Head and Division Chairperson in whose department/division the test falls. Credit will be granted only when an official CLEP score report is sent directly from the College Board to the Office of Registrar. Duplicate reports, examinee's copies or score reports received in any other manner, with the exception of a CLEP examination administered at the College are not acceptable.

Advanced Placement Examinations

PART A

Saint Augustine’s awards advanced placement and/or degree credits for certain college-level courses based on the results high school students may obtain on some of the *College Examination Board* Advanced Placement Examinations. A list of credits, which are acceptable by Saint Augustine’s College, has been included in the following chart. Students who wish to receive Advanced Placement for subjects not listed below, and who have an earned a score of 3 or higher, should request that their examination scores be reviewed by the Division Chairperson and Department Head of the department in which the subject is located for the assignment of Advanced Placement credit. Students desiring to receive credit for Advanced Placement examinations should request that the examination scores be sent to the Office of Admissions at Saint Augustine’s College by writing to:

Advanced Placement Service  
Post Office Box 6671  
Princeton, New Jersey 08541-667

PART B

Additionally, Advanced Placement credits may be awarded to high school students who have enrolled in selected courses at the College upon enrolling as a matriculating student at Saint Augustine’s College. (Under certain circumstances, high school students classified as junior or seniors, with a grade point average of 3.00 or better, and letter of recommendation from their high school principal, may be granted permission to take College course work. Upon matriculation and approval by the Division Chairperson and Department Head of the department in which the course was taken at Saint Augustine’s College, the student will be granted college credit.)

Advanced Placement Examination	Score	Course Eligible for Exemption			Credits Awarded
ART HISTORY	5, 4 or 3	ART	130	Art Appreciation	3
		ART	331	Survey of Art History	3
ART STUDIO		ART	132	Color and Design	3
		ART	134	Drawing	3
BIOLOGY	5 or 4	BIOL	131	Fundamentals of Biology	4
		BIOL	133	Principles of Biology I	4
		BIOL	134	Principles of Biology II	4
CHEMISTRY	5 or 4	CHEM	141	General Chemistry	4
		CHEM	142	General Chemistry/ Quantitative Analysis	4
	5 or 4	CHEM	110	or General Chemistry	4

<b>Advanced Placement Examination</b>	<b>Score</b>	<b>Course Eligible for Exemption</b>		<b>Credits Awarded</b>
Economics	5, 4 or 3	ECON 235	Principles of Microeconomics	3
		ECON 236	Principles of Macroeconomics	3
English Literature/Composition	5, 4 or 3	ENGL 131	Writing/Reading Across the Curriculum	3
English Language/Composition	5, 4 or 3	ENGL 132	Writing/Reading Across the Curriculum	3
French Language	5, 4 or 3	FREN 131	Elementary French I	3
French Literature	5, 4 or 3	FREN 331	Survey of French Lit.	3
German	5, 4 or 3	GERM 131	Elementary German I	3
Government/Politics American	5, 4 or 3	PLPS 131	American National Government	3
Comparative	5, 4 or 3	PLPS 332	Comparative Politics	3
History American	5, 4 or 3	HIST 231	History of the United States	3
European	5, 4 or 3	HIST 232	History of the United States	3
Mathematics Algebra	5, 4 or 3	MATH 131	College Algebra	3
Calculus	5, 4 or 3	MATH 231	Analytic Geometry and Calculus I	3
	5 or 4	MATH 232	Calculus II	4
Music Listening/Lit. Theory	5, 4 or 3	MUSIC 135	Music Appreciation	3
	5, 4 or 3	MUSIC 131	Music Theory I	3
		MUSIC 132	Music Theory II	3



Advanced Placement Examination	Score	Course Eligible for Exemption	Credits Awarded
Physics			
Physics B	5, 4 or 3	PHYS 241 General College or 242 Physics	
Physics C		PHYS	4
Mechanics, Electricity/ Magnetism	5, 4 or 3	PHYS 243 General Physics	4
		PHYS 244 General Physics	4
Spanish			
Language	5, 4 or 3	SPAN 131 Elementary Spanish I	3
	5, 4 or 3	SPAN 331 Survey of Spanish Literature	3

### Military Credit

Credit earned while a student was a member of the United States armed forces, including credit earned for military training, may be accepted at Saint Augustine's College upon review by the department head and Division Chairperson and upon the written approval of the Vice President for Academic Affairs. The Vice President for Academic Affairs may require that the student submit an evaluation of credit earned while in the armed forces from such national organizations as the American Council on Education.

### Class Load Limits and Excess Credits

The minimum academic load during a semester for a regular, full-time student is 12 semester hours. The normal full-time class load is defined as 12 to 18 semester hours per semester. A class load in excess of 18 hours is considered an overload and will require the approval of the department head and the Division chairperson and written authorization from the Vice President for Academic Affairs. A student whose cumulative grade point average is less than 3.00 may not register for overload hours in any semester. **No freshman may take an overload.** Authorization for registering for excess credits must be granted in writing by the last day of registration as reported on the College's current academic calendar for the semester in which an overload is requested. Additional tuition and fees will be charged (see the section of this catalog on Financial Information) for overloads. Students with class loads of less than 12 hours are part-time and will be billed accordingly.

### Classification of Students

Students are classified as Freshman at the time the student enrolls at the College. The classification of students is based upon the number of credits earned as follows:

FRESHMAN  
0 - 29 semester hours  
SOPHOMORE  
30 - 59 semester hours

JUNIOR  
60 - 89 semester hours  
SENIOR  
90 semester hours and above  
FULL-TIME  
Students who are pursuing a minimum of 12 semester hours  
PART-TIME  
Students who are pursuing less than 12 semester hours

### **Class Attendance**

With the intent of optimizing student performance and ensuring that students have the opportunity to achieve academic success, students are expected to attend all classes. Faculty members shall provide as part of their course syllabi a clear explanation of their policy on unexcused absences and class attendance including the consequences of violating their policy. The faculty member's policy on unexcused absences and class attendance must be distributed to students within the first week of classes each semester. Excessive absences may result in a failing grade. It is the sole responsibility of the student to withdraw from a course they are no longer attending prior to the published deadline on the Academic Calendar.

Students who occasionally fail to attend class may have a valid documented reason for their absence. Students who possess acceptable documentation for their absence from class will be allowed to make up and/or complete class assignments, tests, quizzes, papers, etc. Students must, whenever possible, provide prior notice to the faculty of their intended absence and upon the request of the faculty provide documentation that will account for their absence on the date(s) of the class assignments, tests, quizzes, papers, etc. For example, faculty members may request that students provide documented evidence of:

*Personal Sickness*, e.g., a written statement from a nurse, doctor, or hospital records.

*Death In Family*, e.g., a funeral program, documentation from the funeral director, and/or minister.

*Emergencies*, e.g., appropriate evidence sufficient to document the particular emergency.

*Participating in Required School Activities*, e.g., a written statement from the appropriate College official such as a coach, band director, choir director, etc.

*Academic Warnings*, e.g., a student is on academic warning when the cumulative GPA is above a 2.0 and the last semester enrolled GPA is below a 2.0.

### **Academic Probation**

Students must maintain a cumulative grade point average of 2.0 or higher not to be placed on academic probation. Students whose cumulative grade point average (GPA) falls below a 2.0 at the end of any given grading period (semester) are automatically on academic probation. Students on academic probation are

restricted to thirteen (13) credits per semester. Students shall remain on academic probation until their cumulative GPA rises to a 2.0 or better, and students must abide by the 13 credit hour limit during the entire period of their probation. Probationary status is reviewed at the end of each semester and students who fail to abide by the credit limits for probation may have their schedules administratively adjusted by the Registrar in order to insure compliance with the College's policy on academic probation.

### **Academic Dismissal**

Academic dismissal occurs automatically at the end of the Spring semester when a student fails to meet the Standards of Minimum Progress listed below. A student who has been academically dismissed may improve his/her academic standing by attending Summer School at Saint Augustine's College. Attendance at Summer School, however, does not result in automatic readmission to the College. Students may be readmitted to the College and/or to their major at the discretion of the Department Head, Division Chairperson and the Vice President for Academic Affairs.

Students who are academically dismissed from Saint Augustine's College may petition for reinstatement or appeal their dismissal if they believe there are extenuating circumstances, which deserve consideration by the College. Such appeals shall be in writing to the Vice President for Academic Affairs and must be submitted thirty days prior to the start of the term in which the student is requesting readmission. Students who are readmitted after academic dismissal are on academic probation and must meet the requirements for students on academic probation until their cumulative grade point average (GPA) is a 2.0 or better. A student who has been readmitted following academic dismissal and who maintains a current term GPA of 2.0 or better shall not be academically dismissed although his or her cumulative GPA at the end of the Spring semester may be less than a 2.0.

### **Standards of Minimum Progress**

In order to avoid being academically dismissed from the College, a student must meet the following minimum standards of progress:

- At the end of the first year  
(Minimum of 24 attempted credits), a student has earned a cumulative GPA of 1.75;
- By the end of the second year  
(25 to 48 attempted credits), a student has earned a cumulative GPA of 1.85;
- At the end of the third year  
(49 to 72 attempted credits), a student has earned a cumulative GPA of 2.0;
- At the end of the fourth year  
(Minimum of 73 attempted credits), a student has earned a cumulative GPA of 2.00.

**Grading**

The grading system is based upon semester hours. The faculty may award the following grades:

Letter Grade	Description	Numeric Grade	Quality Points Per Semester Hour of Credit
A	Excellent	90 and above	Four
B	Good	80 to 89	Three
C	Fair	70 to 79	Two
D	Passing but poor	60-69	One
F	Failure	Below 60	None
I	Incomplete	Quality points will not be used to compute the student's term GPA.	

\* Students must pass all courses in the major including supporting courses from other disciplines, with a grade of "C" or better. Thus, students who receive a grade of "D" or "F" in any course in the major are required to repeat that course at Saint Augustine's College.

**Grade Change Policy**

It is the College's policy that once a final grade is recorded, no changes are allowed. The only exceptions to this policy are as follows:

An "I" (Incomplete) grade may be given in exceptional cases to a student whose work in a course has been satisfactory, and, due to documented illness or other documented emergencies beyond the student's control, he/she has been unable to fulfill specific course requirement(s) such as the final examination, a notebook, an experiment, a research or term paper. The student must complete the work by the last day to withdraw from classes of the next semester following the granting of an incomplete ("I") grade; otherwise, the "I" grade is automatically converted to an "F". Although a petition for the "I" grade may be initiated by the student or by a faculty member, the recording of the "I" grade must be approved by the Department Head and by the Division chairperson. The Office of the Registrar provides faculty with a special form for the removal of an "I" grade. The grade must be removed by the last day to withdraw from classes as stated on the academic calendar or the Incomplete ("I") will automatically convert to failure ("F"). The Incomplete grade shall not be recorded as a mid-term grade by a faculty member.

Recording error(s) and/or miscalculations of a grade, must be changed no later than the end of the semester following the recording error or miscalculation. Grade changes must be approved by the Vice President for Academic Affairs and supported by the Department Head and the Division Chairperson. All grade changes requested because of recording error(s) and/or miscalculations of a grade must be supported by documentation from the faculty member who made the error; i.e., grade books, papers and examinations and calculation records.

**Credit for Repeating a Course**

Students are permitted to repeat only courses in which a grade of "D", "F" or "W" has been earned. The grade that is used is the highest. Students must repeat all courses in the major including supporting courses required in other disciplines, as

well as selected General Education courses in which a grade of “D” (or “F”) was received (see General Education section for those courses). In order to receive credit for repeating a course, the new course must contain the identical (i.e., course, prefix and number) with regards to the department in which the two courses are located. The repeated courses must be taken at Saint Augustine’s College. The student’s transcript will reflect that the course has been repeated (i.e., ENGL 131).

### **Grade Reports**

Grade reports are mailed to each student at the end of each semester. A copy of the grade report is mailed to 1) the student at the home address of record; and, 2) the parent or guardian, if requested in writing by the student. After grades are submitted by the instructor, they are processed and issued by Office of the Registrar. Students should examine their grade report carefully. If no grade report is received, the student should contact the Office of the Registrar immediately.

Any error in a grade report must be reported in writing by the student who received the grade or by the instructor who issued the grade to the Department Head and the Division Chairperson by the last day to withdraw from class (as reflected on the College’s current academic calendar) in the semester following the issuance of the grade. Any grading error not reported by such time shall become the permanent grade on the student’s transcript.

### **Dean’s List, Honor’s List, and Presidential Scholars**

The Dean’s List is achieved by having a semester grade point average of 3.00 and above for a minimum of 12 credit hours; the Honor’s List is achieved by having a cumulative grade point average of 3.00 or above; Presidential Scholars are students who have a cumulative grade point average of at least 3.65. A grade lower than “C” would disqualify a student from any of the foregoing lists.

### **Dropping Classes**

Students may drop classes without academic penalty according to the deadline published in the College’s current academic calendar. Students are advised that discontinued attendance does not constitute dropping a class. Failure to report for any class that appears on students’ schedules or discontinuation of attendance without officially dropping the class or withdrawing from the course or college will result in a grade of “F,” which is computed in the semester and cumulative averages. Students should refer to the Financial Information section of this catalog to determine the billing and financial impact of, if any, dropping classes.

### **Withdrawal from a Course**

Withdrawing from a course is recognized as officially and permanently leaving that course after the drop/add period. Students may withdraw from a course according to the deadline published in the College’s current academic calendar. Students who desire to withdraw from a course should secure a Course Withdrawal Form from the Office of the Registrar. Processing of the withdrawal form will begin after the student has returned it to the Office of the Registrar, with the signatures of their academic advisor and the Division Chairperson in the student’s major.



Students officially withdrawn from a course are assigned a permanent grade of “W” by the Registrar. Students who stop attending a class without officially withdrawing will receive a grade of “F”. Students should refer to the Financial Information section of this catalog to determine the billing and financial impact (if any), of withdrawing from a course.

### **Withdrawal from the College**

A student is not officially withdrawn until an application has been signed by the appropriate college administrators and returned to the Office of the Registrar. Students are encouraged to notify their instructors when withdrawing from the College. College property (such as dorm keys and ID cards) must be returned to the Office of Student Affairs at the time of withdrawal. Upon completion of the withdrawal procedure, the student’s transcript is annotated with a grade of “W” for all courses in which a student is enrolled at the time of withdrawal as well as the date of withdrawal. A student who stops attending class and/or leaves the College without processing a formal withdrawal application form shall receive an “F” grade in each course in which the student is registered.

A student may withdraw from the College at any point up to two weeks before the date for the start of final exams. Students should refer to the dates listed on the current academic calendar. Students who withdraw from the College and who do not re-enroll for one academic year must meet the requirements of the current catalog, including General Education, as well as requirements in the major. Students who have withdrawn from the College and more than an academic year has passed since they re-enrolled may appeal in writing to the Vice President for Academic Affairs for a review of circumstances that may warrant consideration of an exception to the application of this rule. Students should refer to the Financial Information section of this catalog to determine the billing and financial impact, if any, on withdrawing from the College.

## **Majors and Minors**

### **Declaring the Major**

Students may declare their major discipline of study when they are admitted to Saint Augustine’s College and they will be assigned an academic advisor from the department or division in which the student’s major is located. Students who do not declare a major at the point at which they are admitted to the College are regarded as “Undecided” and will be assigned an academic advisor from the Division of Liberal and Interdisciplinary Studies (LIS).

### **Declaring a Second Major**

The College permits an undergraduate student to pursue a second major. A student pursuing two majors must meet all the degree requirements of major and the departmental/divisional requirements of the second major. (Most professional degree majors require completion of both the departmental/divisional and college requirements.) With the exception of General Education courses, students must satisfy the graduation requirements of both majors with separate courses. The

College, division and departmental requirements of the major determine the degree awarded. Prior to pursuing a second major concurrently (i.e., attempting a dual major on degree), the student must receive written approval by the Division Chairperson in which the second major is located. Students will be assigned an academic advisor from each major area they pursue. Students who satisfy all requirements for two degrees will receive two diplomas.

For students completing a second major within the same degree program (a Bachelor of Arts or a Bachelor of Science), the second major will be recorded on the student's permanent transcript.

### **Concentrations Within a Major**

A concentration is a series of defined courses, usually nine (9) to twelve (12) hours, required within the major course requirements. A concentration provides the student with an increased measure of proficiency in a specific area within the chosen major. These courses, selected in conjunction with the academic advisor, generally carry the course prefix of major courses offered by the division. A major concentration is not printed on the College transcript.

### **Change of Major**

The Change of Major form is required in order for students who were formerly "Undecided" to declare a major or for students to change their current major. A Change of Major Form is available from the Office of the Registrar and students must secure the appropriate signatures and return the form to the Registrar. When students change their major, however, they are required to satisfy the current requirements in effect at the time the Change of Major form is completed.

### **Qualitative Performance in the Major**

Students must earn a grade of "C" or better in all courses in the major, including supporting courses required in other disciplines. Courses in the major in which a grade of "D" or "F" was received must be repeated at Saint Augustine's College.

### **Declaring a Minor**

Students may declare a minor (in departments in which there are published requirements for a minor) in departments other than the one in which their major is located. The minor must be published in the Catalog. A student who wishes to minor in a particular discipline must successfully complete eighteen (18) credit hours of required courses in the minor. Students who successfully complete the requirements for a minor shall have the minor indicated on their transcript. No course at Saint Augustine's College may be used to satisfy two or more requirements. Thus, the 18 credit hours must be in elective courses that the student is not using to meet General Education, Divisional, Departmental, or major requirements. In order to successfully complete a minor, students must earn a grade of "C" or better in all courses required in the minor. Students who have earned a grade of "D" in a course required in the minor but who have otherwise completed all other requirements for graduation may graduate but will not have the minor recorded on their transcript. Students are advised to confer with the department heads in which the minor is offered prior to declaring a minor.

### **Policy on Academic Dishonesty**

The primary mission of the faculty at Saint Augustine's College is to teach students the major paradigms and the content of their respective discipline. The faculty encourages each student to achieve the highest academic ideals. The faculty also strives to make certain that their evaluation of students' academic performance accurately reflects each student's true merit. Because academic dishonesty interferes with the faculty's mission of educating and evaluating students, academic dishonesty will not be tolerated at Saint Augustine's College. The policy of the College is that any student found to have engaged in academic dishonesty shall fail the assignment and may fail the course. The student may also be referred to the Division Chairperson in which the student's major is located and to the Vice President for Academic Affairs for additional disciplinary action by the College. All instances of academic dishonesty are subject to the full range of penalties at the College's disposal.

### **Penalties for Academic Dishonesty**

Any student found to have engaged in academic dishonesty at the College shall fail the test or assignment for which the student cheated and may be subjected to one or more of the following penalties including: failure of the course in which the academic dishonesty occurred; written reprimands from the Department Head, Division Chairperson, and/or the Vice President for Academic Affairs; and suspension and/or expulsion from the College. A student shall be suspended for a specified period, not to exceed two years. On the other hand, expulsion is the permanent separation from the College. Depending on the severity of the academic dishonesty, a student may be suspended or expelled although the accused student has never received a lesser penalty for previous academic misconduct. Finally, when an act of academic dishonesty is found to invalidate a major academic requirement for a degree, then the penalty may include a recommendation to the Vice President for Academic Affairs to revoke a certification or not grant a certification and/or to revoke a degree. Students who have engaged in academic dishonesty may also be required to participate in counseling, take reduced credit loads, and/or be denied admittance to certain majors or programs. In addition to the aforementioned penalties, other sanctions may be imposed, such as, but not limited to, financial restitution, campus or community service, and additional educational requirements.

### **Types of Academic Dishonesty**

Below is a list of common forms of academic dishonesty. The list is not intended to be an exhaustive representation all of the possible forms of academic dishonesty.

#### **Cheating**

Cheating is the use of or the attempted use of unauthorized information such as books, lecture notes, study aids, answers or other materials from students and/or other sources, for the purpose of submitting a part or all of the unauthorized information as one's own individual effort in any class, clinic, assignment, or examination. Helping or attempting to help another student commit any act of

academic dishonesty is also a form of cheating. Examples of cheating include, but are not limited to the following actions:

- Copying from another student's paper or test or the receipt of unauthorized assistance from another person during an exam, exercise, or assignment;
- Buying, selling, removing, receiving, or possessing tests, quizzes, exams, papers or other forms of academic evaluation for the purpose of submitting such works or assisting others to submit such works to the faculty member responsible for evaluating the student's academic performance;
- Using crib notes, cheat sheets, calculators, or tape recorders not authorized by the instructor during a test, quiz, exam, or other form of academic evaluation;
- Collaborating with others on exam or assignments when the instructor has expressly required individual and unaided effort;
- Attempting to influence or change an academic evaluation, grade, or record by deceit or unfair means, such as: (1) hiding or damaging the academic work of another student; or (2) marking or submitting an altered exam or other assignment in a manner designed to deceive the instructor;
- Failing to inform the instructor that the same or substantially the same academic work has been previously submitted in fulfillment of another academic requirement;
- Requesting that another student or individual take a test, quiz, exam, or other form of academic evaluation for one's self; or conversely, taking a test, quiz, exam, or other form of academic evaluation for another student;
- Helping other students cheat by providing assistance on academic evaluations not authorized by the instructor; and
- Obtaining unauthorized advance access to an examination or other academic assignment either acting alone or in collusion with other students or College employees.

### **Plagiarism**

Plagiarism is the submission, either orally or in writing, of words, ideas, drawings, or other works of another person as one's own without providing the appropriate citation or otherwise referencing the source of such words, ideas, drawings, or other works of another person for the purpose of receiving credit for having completed an academic assignment. Examples of plagiarism may include, but are not limited to, the following:

- The submission of material for evaluation which has been prepared, in whole or in part, by another student, a published author, or by persons writing or selling papers for profit;
- The use of quotes from other students' papers or from a published author without providing the appropriate reference or citation;
- The paraphrasing (i.e., summarizing) of others' works without providing the appropriate reference or citation; and
- The use of information stored electronically without providing the appropriate reference or citation.



### **Abuse of Academic Materials**

Abuse of Academic Materials is destruction of the College's property including defacing the College's academic resource materials stored in the library, archives, faculty and administrative offices. Examples of abuse of academic materials include, but are not limited to, the following actions:

- Hiding, or otherwise making unavailable for common use library materials, electronically stored information, or other academic reference materials; and
- Hiding, defacing, or destroying other students' notes, faculty lectures, tests, experiments, computer, programs, or other academic work.

### **Stealing**

Stealing is the unauthorized taking, or withholding the property of another and thereby permanently or temporarily depriving the owner of its use or possession. Examples of academic stealing include, but are not limited to, the following actions:

- The unauthorized removal of texts, magazines, electronic equipment, electronically stored information, or other materials from the College's library;
- The unauthorized removal of lecture notes, grade books, examinations, computer programs, or any other materials, from the office of any faculty member; and
- The unauthorized removal of others' academic work, such as papers, computer programs, laboratory experiments, or research results.

### **Lying**

Lying is making any oral or written statement, which the student knows, or should know, is not true or accurate. Examples of lying include, but are not limited to, the following actions:

- Making a false statement to a faculty member, the Registrar, or to any other staff person and/or administrator at the College in order to gain an advantage or an exception as it relates to an academic requirement or assignment;
- Falsifying evidence or testifying falsely, such as in a hearing involving academic dishonesty;
- Inventing false data, false research results, false research procedures, or creating false internship or practicum experiences;
- Creating false citations for referenced quotes, materials, and/or data;
- Altering grades, course registrations, or other academic records;
- Submitting false excuses for absences or otherwise submitting unauthorized college documents to gain an exception to the College's academic policies or to avoid a penalty; and
- Returning an altered examination, term paper, or other work, in order to obtain a new and undeserved grade.



## **Academic Appeal Process**

The procedure for resolving disputes of academic dishonesty or for resolving any dispute concerning a student's academic standing at Saint Augustine's College is the Academic Appeal Process. The Academic Appeal Process requires that a student first discuss the academic dispute with the faculty member who accused the student, or assigned the grade, or initiated the penalty, or with whom the dispute first surfaced.

If the dispute is not resolved in conversation(s) with the faculty member, the student shall next address the matter with the head of the department in which the course is taught. The Department Head shall: investigate the matter thoroughly; make a record of the relevant evidence; make a determination about the nature of the dispute or appropriateness of the accusation, the grade, or the penalty imposed on the student. If the matter is still in dispute following the investigation and determination by the department head, the student has a right to appeal to the Division Chairperson in which the dispute arose. In cases where the recommended penalty is that student be suspended or expelled, or where the student's degree or certification is revoked, students may appeal in writing to the Vice President for Academic Affairs.

Specifically in cases involving allegations of academic dishonesty students shall be provided with: (1) adequate notice of any offense with which they are charged; and, (2) an opportunity to be heard by the Division Chairperson in which the offense is alleged to have occurred. The penalty imposed by (or approved by) the Division Chairperson shall be based on evidence collected and recorded by the faculty member, the Department Head, and/or the Division Chairperson. The Division Chairperson in which the student's major is located shall also be notified of the academic dishonesty and of the penalty imposed by the Division Chairperson in which the academic dishonesty occurred.

# Special Programs

## Academic Achievers Program

(Student Support Services)

The Academic Achievers Program, which is one of the seven federally funded TRIO Programs, was established at Saint Augustine's College in 1978. It is designed to provide support services primarily to 100 Freshmen and 50 eligible Continuing (Upperclassmen).

The Program utilizes instructional methods and approaches to aid participants in improving their academic performance. All Academic Achievers Program classes and activities are designed to complement and enrich academic learning experiences. In addition, these classes are divided into small sections to afford students opportunities for feedback from instructors and fellow students, closer monitoring from instructors, and greater participation in classroom instruction.

The Academic Achievers Program is comprised of five major components: Counseling, Tutorial Assistance, Academic Advisement, Cultural Enrichment Activities, and Special Enrichment Courses. Special Enrichment Courses include: English Composition, Mathematics (College Algebra), and Science (Biology and Physical Science). Provisions are made for continuing students to serve as Mentors and Peer Mentors to freshmen and new students who are Program participants. The Program and services are offered without cost to students who may have participated in Upward Bound of Talent Search programs prior to college as well as students who meet income, physical disability, or first generation eligibility requirements for Program participation.

The goal of Student Support Services Program at Saint Augustine's College is to assist 50 low-income, first generation students and individuals with disabilities to remain in College, graduate, and enroll in graduate or professional schools. One hundred (100) new participants are selected each year to replace the graduates or those whose academic need has been sufficiently met. The following performance or outcome objectives are implemented to meet above stated goal. The objectives are related to the purpose of the program include: to offer support services to low-income students, who are first generation, or individuals with disabilities that will *enhance* their academic skills, *increase* their retention and graduation rates, increase enrollment rates in graduate and professional schools, and *foster an institutional climate* that is supportive of student success.

There is no additional fee charged to students who enroll in these courses. The academic skills assessment is determined by the MAPS test and other diagnostic tests administered to students during the first two weeks of school. An Individual Action Plan is developed for each participant by the instructor(s) with the coordination of the Counselor. The design and components of the plan determines the strategies and skill building techniques to be utilized to more successful academic achievement for each student. Student progress is monitored by the instructor. Students who need counseling services are referred to the Program Counselor. Students experiencing academic difficulty due to disabilities are also referred to the Counselor for further follow-up. Evaluation of student progress is

made based on quizzes; class attendance; satisfactory completion of portfolios, projects, assignments; mid-term grades, and semester grades.

**Academic Achievers Program Model Schedule**

Course/Number			Descriptive Title
ENGL	131	AA	English Composition I
ENGL	132	AA	English Composition II
MATH	131	AA	College Algebra
BIOL	131	AA	Fundamentals of Biology
BIOL	131L	AA	Fundamentals of Biology Lab
CHEM	131	AA	Fundamental of Physical Science
CHEM	131L	AA	Fundamental of Physical Science Lab

**The Gateway Lifelong Learning Program**

The mission of “The Gateway Lifelong Learning Program” is to offer non-traditional, continuing and alternative academic educational opportunities for adult learners. The Gateway Program is designed to give working, non-traditional and community college transfer students an option to pursue a degree and/or personal/professional development. Scheduling of courses, academic content, the teaching/learning style, accessibility and convenience characterize the non-traditional educational programs which help adult learners cope with the pressures of life, including those of home and work, while completing their educational objectives and goals. These academic programs address the learning needs of employed adults who prefer an educational delivery system that is participatory and experientially related to the workplace. An example of an educational program consistent with the lifelong learning philosophy, is the Organizational Management (OM) major, which is offered through the College’s Gateway Program. This unique program offers an ideal alternative academic opportunity for the employed adult to complete the Bachelor of Science degree in an accelerated format while attending class one evening per week. The Organizational Management major enables adult learners to develop

- interpersonal skills;
- written and oral communication skills;
- problem-solving and decision-making skills;
- understanding of research techniques and applications;
- self-knowledge and self-image growth; and
- self-reliance and leadership skills.

**Admission Policies for the Organizational Management Program**

*Advisory Admissions Committee for the Adult Degree Completion Program*

The main purpose of this committee is to monitor the various policies and processes established for the degree completion program. The Committee is comprised of the Vice President of Academic Affairs, Program Director, and the Registrar.

## **Admission Policies**

Adult learners must have earned a high school diploma or GED Certificate. Credits placed on an adult learner's transcript upon entry into the degree completion program are those with a grade of "C" or above. The adult learner's previous grade point average and credits below the level of C are not considered in the admissions process, and are not shown on the transcript that will become the official record of the adult learner's performance in the College's degree completion program.

Adult learners, who have transferable credits from accredited colleges and universities that correspond with the General Education and elective requirements of the OM Plan of Study are able to complete their bachelor's degree from Saint Augustine's College in approximately 18 months.

- Adult learners who do not have corresponding credits to meet the General Education and Elective requirements of the OM Plan of Study must recognize that additional time beyond the major coursework will be required for degree completion;
- In order to earn a Bachelor's Degree from Saint Augustine's College, adult learners admitted into the Gateway Program must meet all of the graduation requirements as published in the College's Catalog including, but not limited to, General Education requirements and the minimum total number of credit hours; and
- Adult learners must have three to five years of progressive work experience with supervisory and/or program development responsibilities and be age 22 or older. Any exceptions to the admissions policies will be considered by the Admissions Committee for the degree completion programs.

## **Admissions Requirements**

- Have official transcripts from each college or university attended sent to the Gateway Program Office for assessment;
- Submit an application with fee to the Organizational Management Program;
- Submit two letters of recommendation;
- Provide an on-site writing sample, which demonstrates the competency required to function in the OM program;
- Meet with the Assessment Counselor for preliminary review of the official transcript(s) hours and Plan of Study;
- Provide evidence of financial capability to complete the program through personal financial aid and/or employer assistance;
- Participate in an admissions interview and/or orientation session; and
- Pay class reservation deposit.

**Note:** Admission information regarding the Organizational Management Program is also located on the College's official Web-site: <http://www.st-aug.edu/default/gateway.htm>

**The Organizational Management Major Requirements**

COURSE NUMBER		DESCRIPTIVE TITLE	HOURS
TERM I			
PSYCH	301	Adult Development and Life Assessment	3
ORGD	415	Group and Organizational Behavior	3
ORGD	425	Organizational Communication	3
ORGD	435	Organizational Concepts	3
BUS	321	Methods of Statistical Research and Analysis	<u>3</u>
			15
TERM II			
GED	301	Biblical Perspectives	3
BUS	360	Managerial Principles	3
BUS	365	Managerial Economics	3
BUS	370	Managerial Accounting and Finance	4
BUS	375	Managerial Marketing	<u>3</u>
			16
TERM III			
GED	302	Social Problems and Their Impact in the Workplace	3
ORGD	445	Human Resource Administration	3
BUS	450	Strategic Planning	3
ORGD	455	Personal Values and Organizational Ethics	3
ORGD	465	Action Research Project	<u>5</u>
			17
Total hours required for an Organizational Management major:			
General Education Core			46
Major Core			48
Required Electives			<u>27</u>
<b>Total</b>			<b>121</b>

**Honors Program**

**Purpose of the Honors Program**

With an emphasis on scholarship, leadership, and service, the Honors Program at Saint Augustine’s College is designed for the academically prepared and motivated student. The program provides academic stimulation, increased opportunities for interaction with faculty and peers, opportunities for leadership and service, encouragement to study and serve outside the boundaries of the traditional campus, and the support of a community of motivated learners. The Honors Program seeks to create a model for other students of the breadth and



depth of the college experience and thus influence the academic and moral tone of campus life.

### **Admission to the Honors Program**

Talented high school seniors with a 3.0 and above grade point average and a minimum 900 SAT will be invited to participate in the Honors Program.

Second-semester freshmen with a 3.2 GPA the first semester will be invited into the program. Rising sophomores who have completed 30 hours with a 3.2 GPA may enter the program for sophomore level honors courses. Transfer students with 3.2 GPA may enter the program.

### **Requirements of the Honors Program**

Freshmen honors students take two honors sections of General Education courses, one in the fall and one in the spring. Provisions are made for students who have AP or CLEP credit for these courses.

Sophomores take from 3-6 hours of General Education courses in special honors sections as these are offered. The Honors Seminar is taken during the sophomore or junior year.

Students on track to graduate with the Honors Program designation on their diploma will complete 9 hours at the Upper Division level. Students in the Honors Program must successfully complete projects in community service. They will also complete an honors thesis for three hours credit. The other 6 hours may be fulfilled by earning 3-6 hours Honors credit as a part of Study Abroad or specially designated internship programs and/or 3-6 hours of Honors Contracts in courses in the major.

### **Honors Designation for Courses**

Courses in the General Education curriculum that are a part of the Honors Program will have the designation "H1" after the course number. Courses in the major for which an Honors student completes a contract that is arranged with the professor and the Director of Honors will be awarded the "H" designation on the transcript following the successful completion of the contract and a grade of A or B in the course.

# Division of Business and Computer Science

## **Mission**

The mission of the Division of Business and Computer Science is to prepare students to compete in the global world of work through effective instruction, technology application, relevant curricula, and professional development. The Division consists of the Department of Business and the Department of Computer Science.

## **Majors Objectives**

The major objectives of the Division of Business and Computer Science are:

- To help each student attain his/her career goals;
- To enable and encourage each student to become an effective leader;
- To provide a foundation for graduate and professional studies;
- To promote professional development through the use of library resources, computer technology, and experiential learning;
- To promote the ethical and moral development of each student; and
- To help each student develop the ability to recognize, analyze, and solve problems.

## **Degree Programs**

The Division of Business and Computer Science offers four-degree programs leading to a Bachelor of Science Degree with a major in:

- Accounting
- Business Administration
- Computer Information Systems
- Computer Science

The student, with the assistance of an assigned advisor, is responsible for selecting course work that will satisfy both the College's General Education Requirements and the requirements of the degree program chosen.

## **Academic Advisement**

Although each student is responsible for adhering to his/her plan of study, an academic advisor will provide each student with academic guidance. The following general rules apply:

- Each student will be assigned to an advisor in his/her major;
- Each student will be provided with an appropriate Plan of Study;
- Each student will be expected to meet with his/her advisor at least once each semester for the purposes of pre-registration and determination of his or her academic progress and standing;
- Each student will be responsible for satisfying applicable prerequisites for courses;
- Each student will be responsible for monitoring compliance with his/her Plan of Study and meeting all academic requirements; and

- Each student must complete successfully 90 semester credit hours before applying for graduation.

### **Professional Activities and Affiliations**

The Division of Business and Computer Science participates in the Black Executive Exchange Program (BEEP). Sponsored and supported by the National Urban League, Inc., BEEP is a voluntary effort on the part of major companies and government agencies that loan key black executives and professionals to participating colleges and universities; each executive/professional usually is scheduled for a two-day assignment. The principal goals of BEEP are to serve as a positive role model and to enlighten students and faculty about job opportunities and business developments and trends.

In addition, the Division of Business and Computer Science actively is involved in the Triangle North Carolina Association of Urban Bankers (NCAUB). Meetings are held on the campuses of Saint Augustine's College, North Carolina Central University, and Shaw University; the meetings are attended by area bankers, students, and faculty, and feature a guest speaker who is a local business person. The purpose of such activities is to help students, faculty, bankers, and business persons gain a better understanding of their respective activities and roles.

Finally, the Division of Business and Computer Science encourages and facilitates student awareness of and participation in numerous seminars, workshops, and internships and keeps the students apprised of grant and scholarship opportunities. All seminars, workshops, BEEP, NCAUB, internship, grant, and scholarship activities and opportunities are coordinated by the Division's Executive-in-Residence.

### **Student Organizations**

The Division of Business and Computer Science sponsors the following student organizations for the purpose of enhancing students' learning and professional development experiences while enrolled at the College:

- Association of Future Computing Professionals (AFCP)
- Delta Mu Delta Honor Society
- Phi Beta Lambda (PBL)

### **Facilities**

The Division of Business and Computer Science is located in the Cheshire Building. The Cheshire Building is a well-maintained facility consisting of classrooms, state-of-the-art computer labs, offices, a conference room, a student library/study room, and a student meeting/work room.

### **Cisco Certification Program**

The Division of Business and Computer Science offers a Cisco Certification Program. The Program consists of four sequential modules and each module requires approximately eight weeks to complete. Participants typically are full-time employees of companies located in the area; under the tutelage of approved Department of Computer Science faculty, they work through self-paced learning modules and work with PCs and Cisco Routers and Switches that are located in

the Division’s computer labs. The Program is designed to prepare participants to pass the Cisco Certified Networking Associate examination (CCNA).

**Accounting**

The Accounting Program is designed to provide students with the broad foundation necessary to obtain professional certifications or to pursue accounting and finance positions in industry and government or other non-profit organizations. Its goals are to:

- Facilitate students’ acquisition of a solid foundation of accounting theory applicable to public, private, profit, and not-for-profit organizations;
- Facilitate students’ acquisition of practical skills and competencies pertinent to all areas of accounting practice including public accounting, auditing, taxation, and finance, as well as public sector accounting;
- Provide students with the theoretical and practical knowledge and skills necessary to obtain gainful employment, pursue careers, and prepare for and pass professional examinations; and
- Provide students with a sound foundation for graduate studies and/or continuing professional education.

**Accounting Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Accounting:

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Support Courses*</b>			
CIS	203	PC Fundamentals	3
CIS	240	Microcomputer Software Applications	3
ENGL	290	Business and Technical Writing	3
<b>Total Support Courses</b>			<b>9</b>
<b>Professional Courses*</b>			
ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Accounting	3
BUS	251	Principles of Marketing	3
BUS	252	Principles of Management	3
BUS	261	Quantitative Methods	3
BUS	336	Business Law I	3
BUS	338	Employment Law	3
BUS	350	Principles of Finance	3
BUS	446	Statistical Concepts	3
BUS	452	Organizational Behavior & Ethics	3
BUS	495	Strategic Management	2
ECON	235	Principles of Microeconomics	3
ECON	236	Principles of Macroeconomics	3
INTBUS		Any International Business Course	3
<b>Total Professional Courses</b>			<b>41</b>

**Major/Concentration Courses\***

ACCT	325	Intermediate Accounting I	3
ACCT	326	Intermediate Accounting II	3
ACCT	333	Tax Accounting I	3
ACCT	334	Tax Accounting II	3
ACCT	335	Advanced Managerial Cost Accounting	3
ACCT	441	Advanced Accounting	3
ACCT	444	Governmental and Not-For-Profit Accounting	3
ACCT	471	Auditing	3
ACCT	337	Business Law II	3
<b>Total Major/Concentration Courses</b>			<b>27</b>
<b>No Electives Required</b>			
<b>GRAND TOTAL ACCOUNTING MAJOR</b>			<b>123</b>

*\*These courses must be passed with a grade of "C" or better.*

**Accounting Minor for Business Administration, CIS, and Industrial Math Majors**

<b>Courses</b>			<b>Hours</b>
ACCT	325	Intermediate Accounting I	3
ACCT	326	Intermediate Accounting II	3
ACCT	335	Advanced Managerial Cost Accounting	3
ACCT	441	Advanced Accounting	3
ACCT	471	Auditing	3
ACCT		Elective	3
<b>Total</b>			<b>18</b>

**Accounting Minor for All Other Majors**

<b>Course</b>			<b>Hours</b>
ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Accounting	3
ACCT	325	Intermediate Accounting I	3
ACCT	326	Intermediate Accounting II	3
ACCT	335	Advanced Managerial Cost Accounting	3
ACCT		Elective	3
<b>Total</b>			<b>18</b>



**Business Administration**

The Business Administration Department is designed to provide students with a general exposure to economic institutions; the complex relationships that exist between business, government, and consumers; a basic knowledge of the functional areas of business; and to equip students for business careers. Its goals are to:

- facilitate students’ acquisition of a basic business knowledge base including the functional areas of marketing, finance, accounting, production and operations management, organizational behavior and development, human resource management, the legal environment of business, economics, business ethics, the global dimensions of business, and business policies and strategy;
- facilitate students’ acquisition of technical skills and competencies in information systems and quantitative techniques;
- facilitate students’ ability to interact with other members of society, adapt to societal changes, and serve as business advocates and future leaders; and
- facilitate students’ intellectual curiosity and critical thinking abilities, and to provide students with a sound foundation for future field specialization and/or graduate studies.

**Business Administration Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Business Administration.

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Support Courses*</b>			
CIS	203	PC Fundamentals	3
CIS	240	Microcomputer Software Applications	3
ENGL	290	Business and Technical Writing	3
<b>Total Support Courses</b>			<b>9</b>
<b>Professional Courses*</b>			
ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Accounting	3
BUS	251	Principles of Marketing	3
BUS	252	Principles of Management	3
BUS	261	Quantitative Methods	3
BUS	336	Business Law I	3
BUS	338	Employment Law	3
BUS	350	Principles of Finance	3
BUS	446	Statistical Concepts	3
BUS	452	Organizational Behavior & Ethics	3
BUS	495	Strategic Management	2
ECON	235	Principles of Microeconomics	3
ECON	236	Principles of Macroeconomics	3
INTBUS		Any International Business Course	3
<b>Total Professional Courses</b>			<b>41</b>

<b>Major Electives*</b>	Any Four (4) ACCT/BUS/INTBUS courses	12
<b>Electives</b>	Unrestricted	12
<b>GRAND TOTAL BUSINESS ADMINISTRATION MAJOR</b>		<b>120</b>

*\*These courses must be passed with a grade of "C" or better.*

### **E-Commerce Minor**

The E-Commerce Minor is designed for students who are interested in understanding the dynamic field of electronic commerce. Students may minor in E-Commerce by successfully completing the following eighteen (18) hours of course work:

<b>Courses</b>			<b>Credits</b>
BUS	251	Principles of Marketing	3
BUS	310	E-Commerce	3
BUS	311	E-Marketing	3
CIS	240	Microcomputer Software Applications	3
CSC	245	Computer Graphics	3
CSC	250	Introduction to WEB Design	3
<b>Total E-Commerce Minor</b>			<b>18</b>

Students otherwise required to take any of the preceding courses must select substitute courses with the approval of their advisors.

### **Computer Information Systems**

The Computer Information Systems curriculum is designed for the student who is interested in gaining a firm foundation in computing concepts and business applications programming, using current programming languages. The program enhances the student's knowledge of computer hardware and software, data communications and networks, database management, and the management of information systems.

It emphasizes computer programming and systems engineering skills. Its goals are to:

- Encourage the development of logical reasoning and problem solving abilities in business application programming;
- Expose the student to existing hardware configurations and software applications;
- Expose the student to current and future trends in information systems at the work place;
- Provide effective instructions and experiences in writing computer programs for varied business applications; and
- Provide a foundation for graduate studies necessary to function in a graduate school and in a variety of positions in industry and government.

## Computer Information Systems (CIS) Major

The following requirements must be met in order to earn a Bachelor of Science degree in Computer Information Systems:

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Support Courses*</b>			
✓CIS	203	PC Fundamentals	3
✓CIS	240	Microcomputer Software Applications	3
✓ENGL	290	Business and Technical Writing	3
<b>Total Support Courses</b>			<b>9</b>
<b>Professional Courses*</b>			
✓ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Accounting	3
✓BUS	251	Principles of Marketing	3
BUS	252	Principles of Management	3
✓BUS	261	Quantitative Methods	3
✓BUS	336	Business Law I	3
BUS	338	Employment Law	3
BUS	350	Principles of Finance	3
BUS	446	Statistical Concepts	3
BUS	452	Organizational Behavior & Ethics	3
BUS	495	Strategic Management	2
✓ECON	235	Principles of Microeconomics	3
✓ECON	236	Principles of Macroeconomics	3
INTBUS		Any International Business Course	3
<b>Total Professional Courses</b>			<b>41</b>
<b>Major Requirements*</b>			
CIS	302	COBOL Programming	3
CIS	306	Operating Systems	3
CIS	401	Management Information Systems	3
CIS	402	Systems Analysis & Design	3
CIS	405	Database Design	3
✓CSC	305	Programming in C++	3
CSC	404	Data Structures using C++	3
✓CSC		CSC 245, CSC 250, CSC 280, CSC 303, CSC 307 CSC 310	3
MATH	174	Discrete Mathematics	3
<b>Total Major Requirements</b>			<b>27</b>
<b>GRAND TOTAL COMPUTER INFORMATION SYSTEMS MAJOR</b>			<b>123</b>

\*These courses must be passed with a grade of "C" or better.

### Computer Information Systems Minor

A student with any major may minor in Computer Information Systems by successfully completing at least eighteen (18) hours from the Computer Information Systems or Computer Science curriculum. The eighteen (18) hours must not include any courses required to satisfy a major, and all prerequisites must be met before a student will be allowed to enroll in any course.

Courses			Hours
CIS	250	Introduction to Web Design	3
CIS	401	Management Information Systems	3
CSC	305	Programming in C++	3

### Select one course from Group I and two courses from Group II

#### Group I

ACCT	234	Financial Accounting	3
BUS	261	Quantitative Methods	3
BUS	446	Business Statistics	3
ECON	235	Principles of Microeconomics	3

#### Group II

CIS	302	Principles of Programming using COBOL	3
CIS	402	System Analysis and Design	3
CSC	280	Networking Essentials	3
CSC	303	Computer Architecture & Assembly Language	3
CSC	307	Introduction to Java Programming	3

<b>TOTAL COMPUTER INFORMATION SYSTEMS MINOR</b>	<b>18</b>
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### Computer Science

The Computer Science curriculum is designed to provide the student with the opportunity to obtain a broad knowledge of the theory, design, and applications of computers and information processing techniques with sufficient depth to undertake professional work in industry, business, government, and scientific institutions. Additionally, the program provides background preparation for graduate studies in computer science, which will prepare students for careers in higher education and for research careers in industry, scientific laboratories, and universities. Its goals are to:

- Provide experiences in writing computer programs for varied scientific and business applications;
- Expose students to current knowledge of the theory, design, and applications of computers and information processing techniques;
- Encourage the development of logical and theoretical reasoning and problem-solving abilities in scientific applications programming; and
- Provide a foundation for graduate and professional study.

## Computer Science Major

The following requirements must be met in order to earn a Bachelor of Science degree in Computer Science.

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Support Courses*</b>			
CIS	203	PC Fundamentals	3
CIS	240	Microcomputer Software Applications	3
ENGL	290	Business and Technical Writing	3
<b>Total Support Courses</b>			<b>9</b>
<b>Specialty Requirements*</b>			
BUS	446	Business Statistics	3
MATH	133	Trigonometry	3
MATH	174	Discrete Mathematics	3
MATH	231	Calculus I	4
MATH	232	Calculus II	4
PHYS	241	College Physics	4
			<b>21</b>
<b>Major Requirements*</b>			
CIS	302	COBOL Programming	3
CIS	306	Operating Systems	3
CIS	405	Database Design	3
CSC	228/245	Computer Graphics/Networking Essentials	3
CSC	250	Web Design	3
CSC	303	Assembly Language Programming	3
CSC	305	Programming in C++	3
CSC	307	Java Programming	3
CSC	310	String Processing Languages	3
CSC	403	Data Communications and Networking	3
CSC	404	Data Structures using C++	3
CSC	406	File Processing	3
CSC	420	Theory of Computation	3
CSC	450	Simulation	3
CSC	460	Organization of Programming Languages	3
CSC	480	Special Topics	2
<b>Total Major Requirements</b>			<b>47</b>
<b>GRAND TOTAL COMPUTER SCIENCE MAJOR</b>			<b>123</b>

*\*These courses must be passed with a grade of "C" or better.*



### Computer Science Minor

A student with any major may minor in Computer Science by successfully completing at least nineteen (19) hours from the Computer Science curriculum. The nineteen (19) hours must not include any courses required to satisfy a major, and all prerequisites must be met before a student will be allowed to enroll in any course.

Courses			Hours
CSC	250	Introduction to Web Design	3
CSC	305	Programming in C++	3
MATH	231	Calculus I (or higher)	4
<b>Select three courses from the following:</b>			
CIS	306	Operating Systems	3
CIS	405	Database Design	3
CSC	280	Networking Essentials	3
CSC	303	Assembly Language Programming	3
CSC	307	Introduction To Java Programming	3
CSC	450	Simulation	3
<b>Total Computer Science Minor</b>			<b>19</b>

# Division of Education

The Division of Education is committed to providing high quality professional preparation for the students of Saint Augustine's College. The Departments of Education and Human Performance and Wellness form the Division of Education. Through the Department of Education, the bachelor's degree is offered in nine (9) state and nationally accredited programs. The majors: Elementary Education, Exceptional Children's Education, and Physical Education are housed in the Department of Education. The Division works collaboratively with the other four divisions of the College to prepare majors in its other programs. To that end, the Department of Education also offers programs in English and Music Education in collaboration with the Division of Liberal and Interdisciplinary Studies; Social Studies Education in collaboration with the Division of Urban, Social and International Studies; Business Education in collaboration with the Division of Business; and Biology and Mathematics Education through joint efforts of the Division of Natural Sciences and Mathematics, and the Department of Education.

Through the Department of Human Performance and Wellness the Bachelor of Science degree is offered. The program includes sound theoretical and practical experiences as well as internship opportunities. Two concentration areas are offered from which the student may choose: Sports Information and Sports Management. The program also prepares students for service-oriented professions and graduate studies.

Additionally, the Division of Education serves the College through the development of lifelong skills and knowledge of students through a broad range of offerings in required physical activity courses, the Foundations of Learning Program, Internship Opportunities, and the Community Health and Wellness Program. A detailed description of each of these areas may be viewed in its respective section of this Catalog.

## **Education Mission Statement**

The Division of Education is a cohesive unit of professionals dedicated to the advancement of careers in nine major areas. In collaboration with the colleges four other units, the Division believes that it can produce persons who are committed to the education of all students, advance their chosen profession, and serve as mentors in the educational, school, and public arenas. To this end, the mission of the Division is to:

- Model the professional behaviors that exhibit and promote our professional framework "Teacher as Mentor;"
- Establish, maintain and demand the highest standards for all students in the Division as they prepare for diverse roles in the professional community;
- Mentor students so that they will become productive, contributing and self-sufficient citizens; and
- Foster a community of learners who are technologically competent, educationally astute, and self-assured as they pursue their chosen fields.

## DEPARTMENT OF EDUCATION

Programs in the majors of the Department of Education consist of a three-part structure that includes: (1) General Education requirements; (2) Professional Education requirements; and (3) Specialty Area requirements. The General Education core provides a foundation of liberal arts knowledge and experiences upon which the professional and specialty preparation is built. The Department of Education prepares students in these career fields utilizing a conceptual framework that is based upon the concept of mentoring. During this preparation, the student is exposed to the historical, philosophical and sociological foundations of education; a scientific investigation of the human personality, behavior, and development; and an investigation of schools. Students are involved in forty-five to sixty hours of observing, assisting, participating in and analyzing activities in the public schools through selected classes for their Early Field Experiences. Finally, each student successfully completes a semester of student teaching in public schools to develop an insight into human relations and the special techniques of teaching and mentoring. Essential to the process and outcome of preparing teachers here at Saint Augustine's College are the following components through which we teach:

- Guidance and Role-Modeling
- Comprehensive Communications
- Teaching Effectiveness
- Knowledge of Content
- Experiential Learning
- Knowledge of the Learning Process
- Planning Skills
- Evaluation
- Professionalism

### **Teacher Education Committee**

The direction and coordination of the Department of Education at Saint Augustine's College is made effective through the Teacher Education Committee. The Department Head serves as the Committee's chair. The membership includes each of the nine (9) program coordinators, the coordinator of Alternative Teacher Education, the Director of Field Experiences, students, graduates, and public school personnel, Thus ensuring a collaborative approach to Teacher Education.

### **Requirements for Admission to the Teacher Education Program**

Any student who is interested in becoming a teacher education major must begin the admission process by reporting to the Department of Education and completing an orientation session with the advisor of his/her area of teaching interest. The Department of Education, through advisement, will monitor the student's progress into and through the program. Preparation for the PRAXIS Examinations, knowledge of the policies, procedures, rules and regulations applicable to Education majors, and the timely, successful completion of proper course work are essential for completing the teacher education program. The

student will be formally considered for admission into the Department of Education by the end of the sophomore year and upon completion of the following steps:

- Demonstrate an interest in mentoring and teaching;
- Submit a one-page autobiography;
- Receive a grade of “C” or better in the English, communications, and mathematics courses required in the general education core;
- Complete EDUCA 233 - Foundations of Education and receive a grade of “C” or better; meet cumulative PRAXIS I minimum score requirements;
- Have an overall GPA of at least 2.5;
- Pass an oral and written proficiency screening to determine that he/she has attained a satisfactory level of speaking and writing; and
- Be recommended by the appropriate program coordinator.

Procedures for admission into the Department of Education should begin in the freshman year and must be completed no later than the end of the sophomore year. Students who have completed their freshman year (including transfer students) require special advising and screening. Subsequent to submission of an application for admission to the Department of Education and receipt of all supporting documentation of requirements, the student will receive an official letter outlining his/her status in the program. If any student who is declaring education, as his/her major has not met the requirements listed above by the end of the sophomore year, the student will not be permitted to matriculate as a teacher education major. Likewise, an officially admitted student that falls below the minimum 2.5 GPA requirement will lose program admittance status.

### **Requirements for Admission to the Alternative Teacher Education Program**

#### **(Licensure Only, Add-On Licensure, and Licensure Renewal Credit)**

The College offers, through the Department of Education, the opportunity for persons who hold at least the bachelors’ degree to earn a license in one of the nine (9) accredited programs in Teacher Education. The Alternative Teacher Education Program (ATEP) provides qualified persons the opportunity to transition into teacher education fields. The Second Chance Teachers Program prepares Lateral Entry candidates and other qualified non-traditional students for careers in teacher education by offering professional course work during four (4) accelerated ten-week sessions. Professional area courses are offered through an abbreviated weekend and/or evening schedule of classes to accommodate the special needs of this non-traditional population.

The following criteria must be met by students desiring to enroll in the Alternative Teacher Education Program (ATEP), including the Second Chance Teacher Program.

- Admission to the College (ATEP);
- Possession of a baccalaureate degree from an accredited College or University;
- Demonstration of an interest in teaching and mentoring;
- Identification of an area of study from the nine (9) licensure areas offered by the College;

- A student enrolled in the Alternative Teacher Education Program (ATEP) must gain official admission into the Department of Education by meeting the following criteria;
- A cumulative grade point average of at least 2.5\*\*;
- A grade of “C” or better EDUCA 233 - Foundations of Education;
- A grade of “C” or better in all professional, specialty and written and oral communication courses;
- Passing scores on the PRAXIS I\* Examination; and
- Recommendation by the appropriate program coordinator.

\* The College, under the direction of the Department of Education, reserves the right to determine the need for completion of PRAXIS I by the applicant for admission to the program. In any event, a time period of at least five years since graduation or proof of Lateral Entry status and demonstration of competency in reading, writing and mathematics basic skills must be documented for consideration of an exemption of this policy.

\*\* Students with GPA's less than 2.5 prior to program admission, must earn the required GPA after the completion of at least 15 hour of coursework at Saint Augustine's College. A 2.5 GPA must also be maintained for licensure recommendation.

### **Early Field Experience**

Teacher Education candidates are required to successfully complete forty-five 45 hours (elementary majors are required to complete sixty (60) hours) of pre-student teaching, observing, assisting, participating and analyzing in the public schools at the level of their degree. The hours are obtained and evaluated while students are enrolled in designated methods and professional courses in their respective curriculum. Early Field Experiences are required as follows.

### **Student Teaching**

Student teaching is required for completion of the Teacher Education Program at Saint Augustine's College. The North Carolina State Department of Public Instruction also requires student teaching of all licensure candidates. The prospective student teacher should have met the following requirements and make formal application during the semester before the semester that student teaching is being requested. For example, the second semester of the junior year or the first semester of the senior year, to qualify respectively for the first or second semester of the senior year for student teaching.

Formal admission to the Department of Education at Saint Augustine's College. The admission requirements are:

- Cumulative grade point average of 2.50 or better in all course work;
- Senior status (90 semester hours or more) with the completion of all professional courses;
- Completion of major courses to assure proficiency in subject-matter as certified by the signature of the Advisor, the Director of Student Teaching, the Department Head, and the Division Chair;
- Submission of the Technology Portfolio for preliminary review by the teacher education committee;
- Successful completion of all Early Field Experience hours as specified in this catalog to indicate readiness for the student teaching experience;



- Application for student teaching and the approval of the Teacher Education Committee, the Department Head, the Division Chairperson;
- Passing the screening criteria, including an oral interview before the Teacher Education Committee and/or any prescriptions or professional development plan(s) made by the committee; and
- Completion of the Candidate for Professional Licensing (CPL) forms.

Applications for student teaching are due on or before October 15 or March 15 of the semester prior to the semester in which the student teaching is to be effected. Student teaching is permitted only at the senior level (either semester).

### **Final Licensing Requirements**

The ultimate goal of the Department of Education is to help the prospective teacher receive, immediately upon graduation from Saint Augustine's College, licensing in one of the following areas which are provided by the North Carolina State Department of Instruction:

Elementary Education (K - 6)

Vocational Business Education (9 - 12)

Secondary (9 - 12)

Biology Education

English Education

Mathematics Education

Social Studies Education

Special Subjects (K - 12)

Physical Education (K-12)

Exceptional Children's Education (Learning Disabilities) (K - 12).

Music Education

Students interested in obtaining a teaching license should: 1) meet with their advisors and/or program coordinator regularly, 2) attend and participate in their major and club meetings, and 3) frequently visit the Department of Education office in order to keep abreast of any new licensure requirements that they may have to fulfill during their matriculation through the program.

The general requirements for licensing by the North Carolina State Department of Public Instruction are:

- The completion of the bachelor's degree in an approved Teacher Education program;
- Demonstrate achievement of the State basic and advanced technology competencies;
- Confirmation and evaluation of successful experiences in directed observation and student teaching in the area of program completion;
- Recommendations by the Official Licensing Officer of the College (Department Head); and
- Passing scores on the PRAXIS II Examination.

**Licensure Update**

The following tests are required for teacher licensure:

- PRAXIS I Pre-Professional Skills Test (PPST), series consists of basic reading, writing, and mathematics tests. Students must pass all three parts by the end of their sophomore year in order to be officially admitted into the Department of Education;
- PRAXIS II consists of the Principles of Learning and Teaching (PLT) and Subject Assessment/Specialty Area Tests. Dependent upon the area of licensure, some Subject Assessment tests consist of several parts. In such cases, the successful licensure candidate must pass all parts; and
- NCDPI Technology assessed, licensure candidates must have demonstrated achievement of the North Carolina Technology standards.

**BIOLOGY EDUCATION**

The primary objective of the Department of Biology is to prepare students for teaching of the life sciences at the secondary level. To this end, the department outlines a sequence of courses, which incorporates all competencies and adheres to the guidelines for State Approved Teacher Education Programs as well as satisfies NCATE requirements.

The goals of the Biology Education Program for students to demonstrate

- knowledge in the fundamental processes, skills, concepts, and attitudes within, and the interrelationship among the various science areas;
- knowledge and use of mathematics and mathematical skills needed in the area of biology;
- knowledge, by way of application, mentoring and curriculum development in the areas of physiology, morphology, behavior, genetics, growth and development, evolution, systematic and ecology, including appropriate laboratory experiences;
- skills in problem solving and research that lead to the development of hypothesis testing; and
- curriculum and instructional techniques that are suitable for the teaching of the biology.

**Biology Education Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Biology Education.

			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Appl I	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3

EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	343	The Teaching of Science	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Tests and Measurements	3
PSYCH	332	Psychology of Adolescence	3

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<b>Total Professional Courses</b>			<b>32</b>
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### **Specialty Area Requirements\***

BIOL	201	General Ecology & Lab	4
BIOL	241	Comp. Vertebrate Anatomy & Lab	4
BIOL	342	General Physiology & Lab	4
BIOL	441	Bacteriology & Lab	4
BIOL	442	Genetics & Lab	4
CHEM	141	General Chemistry I & Lab	4
CHEM	142	General Chemistry II & Lab	4
CHEM	341	Organic Chemistry I & Lab	4
PHYS	241	General Physics I & Lab	4

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<b>Total Specialty Area Requirements</b>			<b>36</b>
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<b>Student Teaching*</b>			<b>12</b>
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<b>GRAND TOTAL BIOLOGY EDUCATION MAJOR</b>			<b>126</b>
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*\*These courses must be passed with a grade of "C" or better.*

## **BUSINESS EDUCATION**

The Business Education curriculum is offered for students who plan to be teachers at the middle school level or above in the area of vocational business. The versatility of the conceptual framework offered in this major enables these students to become effective teachers in critical business disciplines such as economics, marketing, computer information systems, accounting, word processing and desktop publishing, and secretarial science. Business Education majors obtain 250 hours of experiential work by completing Office Internship (180 hours) and may obtain the remaining hours (70 hours) through documented acceptable work experience or Parallel Internship. The goal is to prepare students for careers in business education and as mentors at the middle and secondary school levels. The objectives of the Business Education major are

- to provide opportunities for development of content in courses of study designed to achieve the competencies in Business Education as required by the State Department of Public Instruction;
- to develop laboratory experiences for the enhancement of competencies in various areas of business, with specific emphasis on effective communication skills, computer skills, self-reliance, motivation, and responsibility;

- to prepare students to pass the National Teachers Examination/PRAXIS as they seek to satisfy requirements for initial teacher certification so that they may become effective teachers, tutors, counselors, and enthusiastic role models;
- to develop an appreciation for the significant functions of business in our modern society and in relation to national and international economics;
- to understand curricular trends and developments, understand the systematic processes in school settings, and become politically aware; and
- to produce graduates who understand and are committed to the role of the professional educator as a mentor.

**Business Education Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Business Education.

			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Appl I	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	342	The Teaching of Business Subjects	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Tests and Measurements	3
EDUCA		Elective	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>35</b>
<b>Specialty Area Requirements*</b>			
ACCT	234	Financial Accounting	3
BUS	251	Principles of Marketing	3
BUS	252	Principles of Management	3
BUS	336	Business Law	3
BUS	436	Adm/Coord in Business Education	3
CIS	250	Web Design	3
CIS	305	Programming in C/Cobol	3
ECON	235	Principles of Microeconomics	3
ECON	236	Principles of Macroeconomics	3
EDUCA	205	Parallel Internship I	3
ENGL	290	Business & Technical Writing	3
<b>Total Specialty Area Requirements</b>			<b>33</b>

*\*These courses must be passed with a grade of “C” or better.*

ELEMENTARY EDUCATION

The Elementary Education Curriculum is designed to prepare pre-service teachers to teach effectively in the content areas, using efficient strategies and up-to-date techniques in grades K-6. Moreover, an understanding of child development, learner behavior and attitude adjustment is imperative for teacher success in classroom settings. The curriculum provides developmentally appropriate learning experiences to meet the needs, capabilities and interests of children in kindergarten through grade six. The objectives of the Elementary Education major are

- to develop in pre-service teachers the conceptual framework and entry-level skills essential to plan and actualize developmentally appropriate classroom experiences for all elementary school children;
- to demonstrate mastery of instructional strategies to assist elementary school children in acquiring knowledge, developing skills and forming attitudes within a learning environment focused on active involvement and relevant learning activities; and
- to develop and implement a complete program designed to provide education majors with knowledge about positive role models and effective mentoring.

Elementary Education Major

The following requirements must be met in order to earn a Bachelor of Arts degree in Elementary Education.

			Hours
General Education Requirements			46
Professional Courses*			
CIS	240	Microcomputer Software Appl I	3
EDUCA	223	Foundations of Reading	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	337	Curr/Meth Humanities and Social Sciences	2
EDUCA	338	Curr/Meth Natural Sciences and Mathematics	2
EDUCA	428	Educational Media & Technology	3
EDUCA	432	Tests and Measurements	3
EDUCA		Elective	3
EDUCA		Elective	3
Total Professional Courses			33



**Specialty Area Requirements\***

ART	336/337	Survey & Craft I or II	3
EDUCA	324	Teaching of Language Arts	2
EDUCA	336	Children’s Literature	3
EDUCA	436	Modern Elementary Schools	2
GEO	332	Regional Geography	3
HIST	231	American History I	3
HIST	333	North Carolina History	3
MATH	232	Modern Math	3
MUSIC	334	Public School Music	3
PE	421	Practice/Procedures in Health	2
PE	422	Practice/Procedures in PE	2
PSYCH	331	Child Development	3
SOC	132	Introduction to Sociology	3
<b>Total Specialty Area Requirements</b>			<b>35</b>

**Student Teaching\*** 12

**GRAND TOTAL ELEMENTARY EDUCATION MAJOR 126**

*\*These courses must be passed with a grade of “C” or better.*

**ENGLISH EDUCATION**

The English Education major prepares students to understand adolescents, to use current teaching theories and methods, and to discover the role of literature and writing in the development of the high school student. English Education students learn new technologies that are part of teaching English today, especially the use of computers for writing and creative uses of videos, tapes and overhead projectors for literature and writing. Knowing the importance of English in the secondary school curriculum, our mission is to send men and women into teaching that are well prepared in their field and who have a love of learning that inspires their students. The English teacher becomes a mentor when he or she models both competence and enthusiasm, drawing the student into a dynamic learning process. The goals of the English Education major are: 1) to develop excellence in communicative skills and critical thinking through the study of literature and language; and 2) to develop the ability to apply different concepts of learning and a variety of teaching techniques to instruction. The objectives of the English Education major are

- to provide students with a thorough knowledge of outstanding works from English, American, World, African-American, and African literature;
- to provide students with an understanding of literary criticism and the development of a critical acumen through the interpretation, analysis, and synthesis of literary works;
- to provide students with an understanding of the origins, characteristics, and diversity of the English language;

- to learn, through study and research, the most recent techniques for diagnosing student needs and methods of developing curricula to meet those needs in the areas of reading, writing, speaking, listening, and viewing;
- to learn, through writing and reading across the curriculum, the importance of writing and reading on interdisciplinary subjects and the necessity to engage students in writing in all disciplines; and
- to plan curricula that utilizes recent technology in the teaching-learning process, especially the use of computers to facilitate effective writing and audiovisual equipment in the development of linguistic skills and cultural awareness.

**English Education Major**

The following requirements must be met in order to earn a Bachelor of Arts degree in English Education.

			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Appl I	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	345	Teaching of English	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Test and Measurements	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>32</b>
<b>Specialty Area Requirements*</b>			
ENGL	224	Modern Grammar	3
ENGL	233	Advanced Composition	3
ENGL	253	Literary Terms	3
ENGL	328	American Literature I	3
ENGL	329	American Literature II	3
ENGL	331	English Literature I	3
ENGL	332	English Literature II	3
ENGL	334	17th & 18th Centuries, From Religion to Enlightenment	3
ENGL	337	The English Language	3
ENGL	431	Shakespeare	3
ENGL	437	20th Century English Literature:	3
		Literary Texts in a Global Context	
<b>Total Specialty Area Requirements</b>			<b>33</b>

*\*These courses must be passed with a grade of "C" or better.*

**EXCEPTIONAL CHILDREN’S EDUCATION**

The Exceptional Children’s Education Program is designed to prepare persons seeking a career in Special Education; specifically, in the field of Learning Disabilities. Upon successful completion of coursework in the conceptual framework (general, professional and specialty), and through field experiences and specific mentoring activities, students will be able to meet the challenges of today’s classroom. To this end, the goals of the Exceptional Children’s Education Program are:

- To engage students in coursework and experiential experiences that will give them the opportunity to develop skills in assessment (formal and informal), interpret data, provide instruction, and collaborate with other professionals in the remediation and transition of children, youth and adults with special needs;
- To understand the various exceptionalities and be able to identify the characteristics and behaviors associated with each area;
- To actively participate in a series of academic, community, field-based activities and student initiated research that will lead to effective teaching procedures, techniques, evaluative measures, and instructional materials and resources for learners with specific learning disabilities and diverse needs;
- To consistently mentor students in the Teacher Education Program so they will be equipped to mentor their prospective students by personalizing the environment to enhance each student’s level of self-esteem and achievement;
- To develop, manage and maintain a climate in the total school community that advocates and supports students with disabilities;
- To establish and maintain professional ethics and development in the profession as noted in the code of conduct of the Council of Exceptional Children;
- To understand, adhere to, and effectively execute the laws and procedures of IDEA;
- To mentor and assist regular educators in delivering the most appropriate educational and related services to students with special needs in inclusive or other educational settings;
- To utilize instructional and assertive technology where needed to promote student achievement; and
- To actively participate and mentor in programs (i.e. Special Olympics) that will promote unity and provide the opportunity to share expertise with the public at large.

## Exceptional Children's Education Major

The following requirements must be met in order to earn a Bachelor of Arts degree in Exceptional Children's Education (Specific Learning Disabilities K-12).

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Appl I	3
EDUCA	223	Foundation of Reading	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	428	Educational Media & Technology	3
EDUCA	432	Test and Measurements	3
EDUCA		Professional Elective	3
<b>Total Professional Courses</b>			<b>26</b>
<b>Specialty Area Requirements*</b>			
ART	336/337	Survey in Crafts I or II	3
EDUCA	313	Diagnosis and Correction of Reading Disabilities	3
EDUCA	324	Teaching of Language Arts	2
EDUCA	327	Intro to Learning Disabilities	3
EDUCA	330	Child Development	3
EDUCA	332	Diagnosis and Correction of Math Disabilities	2
EDUCA	333	Teaching Learning Disabled Children	3
EDUCA	336	Children's Literature	3
GEO	332	Regional Geography	3
MATH	233	Modern Math	3
MUSIC	334	Public School Music	3
PE	421	Practices and Procedures in Health	2
PE	422	Practices and Procedures in PE for Elementary Schools	2
PSYCH	460	Psychology of Exceptional Children	3
SOC	232	Contemporary Family Life	3
<b>Total Specialty Area Requirements</b>			<b>41</b>
<b>Student Teaching*</b>			<b>12</b>
<b>GRAND TOTAL EXCEPTIONAL CHILDREN'S EDUCATION MAJOR</b>			<b>125</b>

*\*These courses must be passed with a grade of "C" or better.*

## MATHEMATICS EDUCATION

We believe that quality education begins with the classroom teacher. One of the primary objectives of the Department of Mathematics is to prepare our students for teaching quantitative skills at the secondary level while serving as mentors. To this end, the Department outlines a sequence of course of study which will incorporate all required competencies and adheres to the guidelines for the State of North Carolina Approved Teacher Education Programs. The objectives of the Mathematics Education major are as follows:

- Develop mathematical literacy that will assist the student in making wise decisions as a producer and/or consumer of products and services;
- Develop the ability to use the words, symbols and techniques of mathematics with precision so that he/she will be able to solve problems and to communicate ideas of mathematics correctly and clearly.
- Experience the satisfaction of mathematical discovery from which will evolve curiosity, initiative, confidence and interest in mathematics;
- Comprehend how mathematics contributes to the analysis of events that occur in the physical world;
- Understand the contribution of mathematics to human economic, philosophic, and artistic heritage;
- Develop patterns of reasoning which will enable students when confronting situation, to invent mental representations, formulate abstractions, put forward hypotheses, gather evidence to verify conjecture to draw inference, and to construct arguments.

### Mathematics Education Major

The following requirements must be met in order to earn a Bachelor of Science degree in Mathematics Education.

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Appl I	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	341	Teaching of Math	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Test and Measurements	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>32</b>



**Specialty Area Requirements\***

CHEM	141	General Chemistry I and Lab	4
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
MATH	232	Calculus II	4
MATH	331	Calculus III	4
MATH	332	Introduction to Analysis	3
MATH	201	Intro to Statistics	3
MATH	335	Modern Geometry	3
MATH	337	Linear Algebra	3
MATH	338	Differential Equations	3
PHYS	241	General College Physics I and Lab	4
<b>Total Specialty Area Requirements</b>			<b>38</b>

**Student Teaching\*** 12

**GRAND TOTAL MATHEMATICS EDUCATION MAJOR** 128

*\*These courses must be passed with a grade of "C" or better.*

### **MUSIC EDUCATION (K-12)**

The Music Education Curriculum (K-12) is designed to prepare students to become effective teachers and mentors in Music Education. Upon completion of the program of study, music education majors are expected to demonstrate competencies in the specialty and professional areas that ensure effectiveness in the instructional process. Also, see specialty program admissions requirements and guidelines. The goals and objectives of this program are

- to provide a curriculum in music education emphasizing vocal and instrumental music;
- to provide a curriculum which qualifies students to seek Licensure; and a foundation for future professional development;
- to develop students who exemplify knowledge, skills, and attitudes germane to the music profession in general and the teaching profession in particular;
- to offer a program of study which expands students' critical thinking and leads to effective planning, teaching, and evaluation skills to create positive outcomes; and
- to provide students with the learning experiences which offer the latest trends in music education (computer technology, and Computer Assisted Instruction (CAI).

## Music Education Major (K-12)

The following requirements must be met in order to earn a Bachelor of Arts degree in Music Education.

			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Appl I	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	347	Teaching of Vocal Music	2
EDUCA	348	Teaching of Instrumental Music	2
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Test and Measurements	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>33</b>
<b>Specialty Area Requirements*</b>			
<b>Theoretical Studies</b>			
MUSIC	120	Fundamentals of Music	3
MUSIC	121	Music Skills I	1
MUSIC	122	Music Skills II	1
MUSIC	221	Music Skills III	1
MUSIC	222	Music Skills IV	1
MUSIC	131	Music Theory I	2
MUSIC	132	Music Theory II	2
MUSIC	231	Music Theory III	2
MUSIC	232	Music Theory IV	2
MUSIC	331	Computer Technology for Musicians	3
<b>Applied Theoretical Studies</b>			
MUSIC	111	Class Piano	1
MUSIC	211	Class Piano II	1
MUSIC	311	Class Piano III	1
MUSIC	411	Introduction to Electronic Technology	1
<b>Leadership Skills</b>			
MUSIC	227	Conducting Techniques	1
MUSIC	228	Choral Conducting & Literature	1
MUSIC	229	Instrumental Conducting & Literature	1
MUSIC	341	Instrumental & Choral Arranging	2

## History & Literature

MUSIC	237	Medieval and Renaissance History and Literature	2
MUSIC	238	Music and World Cultures	2
MUSIC	335	Music Seminar	0
MUSIC	337	Baroque and Classical History and Literature	2
MUSIC	338	Romantic and 20th Century History and Literature	2

## Applied Studies

Applied		Voice or Piano	6
MUSIC	333	Junior Recital	.5
Ensemble		Ensemble	1.5

## Music Education

MUSIC	113	Class Voice	1
MUSIC	223	Class Instrument I	1
MUSIC	224	Class Instrument II	1
MUSIC	225	Class Instrument III	1
MUSIC	226	Class Instrument IV	1

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<b>Total Specialty Area Requirements depending on Concentration</b>	<b>45-50</b>
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<b>Student Teaching*</b>	<b>12</b>
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<b>GRAND TOTAL MUSIC EDUCATION MAJOR</b>	<b>128-138</b>
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*\*These courses must be passed with a grade of "C" or better.*

## SOCIAL STUDIES EDUCATION

The mission of the Social Studies major program at Saint Augustine's College is to provide a well-defined program of courses for students seeking a traditional liberal arts education, and to train them successfully for specific careers in teaching. The program also has application for government, private industry and business as well. The Social Studies major also seeks to prepare students for professional and/or graduate studies. This program aims to expand the intellectual horizons of students and broaden their life experiences. A student pursuing a degree in Social Studies will acquire a better understanding of society and an appreciation for other cultures and peoples who make up the world community. The objectives of the Social Studies Program include the following:

- To formulate objectives, use resources, select content, use effective teaching strategies, evaluate learning outcomes;
- To demonstrate geography skills, computer skills, and in skills needed for problem-solving, decision-making, planning and participation;
- To identify concepts and make valid generalizations that provide insights into the political, economic and social behavior of people;
- To exhibit knowledge regarding the structure and function of the social, political, and economic institutions of American society;
- To identify constructive attitudes toward diversity, change, conflict and uncertainty;
- To identify an understanding of oneself and one's relationship to others.

## Social Studies Education Major

The following requirements must be met in order to earn a Bachelor of Arts degree in Social Studies Education.

Courses			Hours
General Education Requirements			46
Professional Courses*			
CIS	240	Microcomputer Software Appl I	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	235	Introduction of Special Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	344	Teaching of Social Studies	3
EDUCA	428	Educational Media & Technology	3
EDUCA	431	Principles of Secondary Education	3
EDUCA	432	Test and Measurements	3
PSYCH	332	Psychology of Adolescence	3
Total Professional Courses			32
Specialty Area Requirements*			
ECON	235	Principles of Microeconomics	3
GEO	332	Regional Geography	3
HIST	231	American History I	3
HIST	232	American History II	3
HIST	233	European History I	3
HIST	234	European History II	3
HIST	324	African-American History I	3
HIST	325	African-American History II	3
HIST	333	North Carolina History	3
PLPS	131	American National Government	3
PLPS	231	Intro to Political Science	3
SOC	132	Intro to Sociology	3
SOC	231	Modern Social Problems	3
Total Specialty Area Requirements			39
Student Teaching*			12
GRAND TOTAL SOCIAL STUDIES EDUCATION MAJOR			129

*\*These courses must be passed with a grade of "C" or better.*

**Physical Education Teacher Education**

In the Physical Education Teacher Education program, the student receives a high quality professional preparation for licensure in grades K-12. The versatility in the program provides students with the knowledge and skill to teach physical education, coach, organize and supervise youth sports programs, and pursue graduate studies. The program goals are to prepare student that will be able to; 1) conduct purposeful programs of physical education in public and private schools, K-12, community, and senior Colleges; 2) direct and lead recreational programs in a variety of situations, such as community recreational centers and playgrounds, boy’s and girl’s clubs, and cooperate settings; 3) pursue graduate studies in allied professions; 4) serve as community health and wellness advocates, and; have the ability to teach others to serve as mentors and advocates for better health and wellness. Objectives are as follows:

- Provide opportunities for development of content in courses of study designed to achieve the competencies in physical education as required by the State Department of Public Instruction;
- Prepare students to become effective teachers, tutors, counselors and enthusiastic role models;
- Prepare students to be able to effectively measure, evaluate, and access student progress; and
- Produce graduates who understand and are committed to the role of the professional educator as mentor.

**Physical Education Teacher Education Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Physical Education Teacher Education.

			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Professional Courses*</b>			
CIS	240	Microcomputer Software Appl I	3
EDUCA	232	Basic Test-Taking Skills (4 x .5)	2
EDUCA	233	Foundations of Education	3
EDUCA	321	Educational Psychology	3
EDUCA	339	Content Area Reading	3
EDUCA	349	Teaching Physical Education	2
EDUCA	428	Educational Media & Technology	3
PE	335	Corrective and Adaptive Physical Education	3
PE	432	Tests and Measurements in PE	3
PSYCH	332	Psychology of Adolescence	3
<b>Total Professional Courses</b>			<b>28</b>



**Specialty Area Requirements\***

ART 336	Survey in Crafts	3
PE 118	Beginning Swimming	1
PE 121	SAT: Individual & Dual Sports	2
PE 122	SAT: Team Sports	2
PE 221	First Aid, Safety and Prevention	2
PE 231	Intro to Physical Education	3
PE 232	Gymnastics	3
PE 234	Principles of Physical Education	3
PE 241	Human Anatomy/Physiology and Lab	4
PE 322	Outdoor Recreation	2
PE 331	Athletic Coaching and Officiating	2
PE 332	Athletic Coaching and Officiating	2
PE 333	Kinesiology	3
PE 336	Organization & Administration of PE	3
PE 421	Practice/Procedures in Health Education	2
PE 422	Practice/Procedures in PE for Elementary Schools	2
PE 433	Dance	2
<b>Total Specialty Area Requirements</b>		<b>41</b>

**Student Teaching\*** 12

**GRAND TOTAL PHYSICAL EDUCATION TEACHER EDUCATION MAJOR 127**

*\*These courses must be passed with a grade of "C" or better.*

**Department of Human Performance and Wellness**

The Department of Human Performance and Wellness is committed to high quality development of the student. The department's two-fold purpose is to, first prepare students through the physical activity curriculum to function effectively in personal and social relationships and second, prepares student majors for leadership positions health, fitness, and professional service roles in human performance professions.

The Objectives of the Department of Human Performance and Wellness are:

- The development of student appreciation for regular participation in wholesome physical activities;
- The learning of physical skills so that participation may be enjoyable;
- The utilization of physical activities as a means of effecting desirable changes in individuals;
- Providing health and giving them experiences and established habits which will promotes proper physical development and good health;
- Qualifying teachers of Physical Education for the public or private schools; and
- Preparing leaders in Human Performance and Wellness for opportunities in related fields and graduate studies.

The department believes that if these goals are achieved it will be contributing to the general education of all students and to the overall mission of Saint Augustine's College. It offers the following services in Physical Education:

- Professional education in physical education and human performance and wellness;
- Required physical activity for men and women;
- Extracurricular activities; e.g. Physical Education Majors Club (PEM CLUB), Honors Club, Dance Club, and activities for faculty/staff and students, including the disabled;
- Mainstream and adaptive physical activities; and
- Exemption of veterans of armed forces and qualified ROTC students from required physical education courses upon approval of the Senior Vice President of Academic Affairs/Provost or his designee.

The department offers a wide range of activities to students enrolled in physical activities classes, including games, sports, recreational activities, fitness, dance activities, gymnastics and aquatics. Where possible, the service program of the department will be enlarged to include any physical education activity in which there is sufficient interest for the typical student.

Physical and medical examinations are required of all students by the College. Those students whose medical examination reveals conditions which prohibit participation in regular classes, are encouraged to take adaptive classes in the required program. Intramural athletics give every student an opportunity to participate in competitive athletics on an equal basis. All students majoring in Physical Education are required to purchase the proper major's uniform, including materials used in game leadership and intramural activities.

### **Human Performance and Wellness Areas of Concentration**

The Human Performance and Wellness curriculum offers students majoring in performance a wide range of opportunities for careers and graduate studies options. Upon completion of the program, students qualify for career opportunities such as health, fitness, and wellness positions through various service areas (e.g. recreation, YMCA, YWCA, coaching, fitness clubs, etc.)

All students majoring in Physical Education Teacher Education and Human Performance and Wellness must be proficient in at least two team sports and two individual and/or dual sports. All majors must take and pass the Physical Education Departmental Exam with a 70% score. This exam must be taken by the fall semester of their junior year. The majors who fail to score a minimum score of 70% must successfully complete a skill development plan as developed by the Human Performance and Wellness faculty. Student majoring in Human Performance and Wellness will be offered the opportunity to take a concentration in Sports Information or Sports Management. Each major is assigned to a department faculty member for advising. The student majors should make an early decision as to whether or not they will go into the Physical Education Teacher Program (see Department of Education for requirements). The major with this certification is especially designed for students who want to teach and work in this field as a career.

All students enrolled in Saint Augustine's College must successfully complete PE 101 and two of the following physical activity requirements before graduation: 102, 103, 105, 106, 107, 109 110, 111, 113, 114, 115, 116. (Each course is valued at .05 credit hours)

### Human Performance and Wellness Major

The following requirements must be met in order to earn a Bachelor of Science degree in Human Performance and Wellness.

			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Requirements*</b>			
CIS	240	Microcomputer Software Appl I	3
EDUCA	205	Parallel Internship I	3
EDUCA	206	Parallel Internship II	3
PE	118	Beginning Swimming	1
PE	121	SAT: Individual & Dual Sports	2
PE	122	SAT: Team Sports	2
PE	221	First Aid, Safety and Prevention	2
PE	231	Intro to Physical Education	3
PE	232	Gymnastics	3
PE	234	Principles of Physical Education	3
PE	241	Human Anatomy/Physiology and Lab	4
PE	321	Intro to Recreation	2
PE	322	Prin/Prac of Outdoor Recreation	2
PE	323	Community Recreation	3
PE	331	Athletic Coaching and Officiating	2
PE	332	Athletic Coaching and Officiating	2
PE	333	Kinesiology	3
PE	334	Social and Community Health	2
PE	335	Corrective and Adaptive PE	3
PE	336	Organization & Administration in PE	3
PE	422	Practice/Procedures in PE for Elementary Schools	2
PE	432	Tests and Measurements in PE	2
PE	433	Dance	2
<b>Total Specialty Area Requirements</b>			<b>57</b>
EDUCA		Elective	3
PE		Major Electives	12
		Open Electives	6
<b>GRAND TOTAL HUMAN PERFORMANCE AND WELLNESS MAJOR</b>			<b>124</b>

\*These courses must be passed with a grade of "C" or better.

# Division of Liberal and Interdisciplinary Studies

The Division of Liberal and Interdisciplinary Studies (LIS) is the center of the liberal arts education at Saint Augustine's College. Through the division's course offerings and activities, students experience the interconnectedness of knowledge.

In keeping with the liberal arts tradition and mission of the College, the division fosters knowledge and appreciation of cultural similarities and differences in a global context. The division encourages students to develop a personal value system that demonstrates respect for human diversity and individual integrity. At the heart of the LIS mission is the development of creativity and a higher level analytical, evaluative, communicative, and critical thinking skills that enable students to synthesize knowledge throughout their lives.

Furthermore, the division offers creative teaching methods and innovative programs related to visual and performing arts and interdisciplinary cultural courses. It provides students opportunities for both internal and external internships and minors across the campus.

The division prepares students for a variety of careers, graduate and professional school and a lifetime of learning. Students graduating from the Liberal and Interdisciplinary Studies Division are expected to make meaningful contributions to society through application of knowledge and values acquired at Saint Augustine's College.

The objectives of the division include

- insuring that students possess the skills of standard written and spoken English;
- assisting students in the development of a responsible ethical perspective;
- providing opportunities for students to develop creativity, critical thinking, research, and problem-solving skills;
- providing opportunities for students to develop informed and critical appreciation of the arts;
- imparting to students a knowledge and understanding of the rich and complex African and African American cultural heritage, as well as an understanding of world cultures;
- preparing students for careers and entrance into graduate and professional school;
- establishing among students a sense of the interdisciplinary nature of knowledge;
- providing students with opportunities to gain competencies in their chosen liberal arts discipline;
- providing students the opportunity to articulate and develop their spiritual perspectives and values as they may relate to the liberal arts.

## **Academic Programs**

The Division of Liberal and Interdisciplinary Studies consists of four departments and provides nine academic programs leading to the Bachelor of Arts degree. Each degree program consists of three distinct areas of academic preparation. The general education program provides the educational foundation for general knowledge. The major requirements provide a curriculum to build a foundation for the student's chosen profession and the divisional requirements prepare students with additional skills in computer application, critical thinking and cultural studies. Students may select a degree program that is interdisciplinary and requires a second specialty area rather than a divisional requirement. The departments within the division are Communications, English, History, Religion and Philosophy, and Visual and Performing Arts.

Divisional Requirements are intended to provide LIS majors with additional competencies in culture (literature and the arts), critical thinking, and computer skills necessary for the twenty-first century. The requirements consist of one course in the arts, one course in literature, Introduction to Philosophy, and one computer application course.

## **Division Requirements**

- Literature Course
- CIS 240 Microcomputer Software Application
- PHIL 231 Introduction to Philosophy
- Visual and Performing Arts Course

Students wishing to have a second area of preparation or enrichment may minor in any of the academic areas within the division. The division also offers a minor in Biblical Studies.

## **Requirements for Admission and Performance Evaluation**

Each department will provide admission criteria necessary for students to successfully major in a specific academic area. Some degree programs require an entrance examination for performance evaluation. The departmental sections following in this Bulletin list requirements for each program. Prospective students should confer with the department heads for full details.

## **Degree Programs**

Prescribed curricula for the Bachelor of Arts degree programs are listed below. The student's advisor and department head must approve a program of study. The student's advisor will assist in every way possible, but final responsibility to follow all general and departmental regulations lies with the student. A student who wishes to minor in an LIS discipline must complete the Application for a Minor in consultation with the department heads for the minor discipline and for their current major.



## DEPARTMENT OF COMMUNICATIONS

### **Mission Statement: Communications Major**

The Communications program provides both curricular and co-curricular experiences designed to prepare its majors to become competent communications practitioners. The department offers three areas of study: Broadcasting, Editorial News, and Public Relations. Each area emphasizes critical skills that will enhance students' preparation for chosen careers in the mass media. Students can gain laboratory experience at the College's commercial radio and television stations, WAUG AM 750 and TV-68, or the student newspaper The Pen. Off-campus internships are required for all majors.

All graduates with a major in Communications will have developed the theoretical and technical skills necessary to prepare them for careers in mass communications.

### **Objectives**

- Students completing the Communications program will demonstrate the skills of standard written and spoken English;
- Students completing the Communications program will demonstrate the skills necessary to pursue graduate study and/or enter a related job field;
- Students completing the Communications program will have workplace experience through internships;
- Students completing the Broadcasting sequence will demonstrate competency in writing and production techniques;
- Students completing the Editorial News sequence will demonstrate competency in reporting, research, writing, and layout and design; and
- Students completing the Public Relations sequence will demonstrate competency in using various communications media.

### **Departmental Standards for Admission to the Majors**

A student who intends to major in Communications must earn at least two B's and a C in the three required communications courses — English 131, English 132, and Communication Skills (COMM 201) — the end of the sophomore year. The minimum overall grade point average for students to be admitted into the Communications major is 2.0.

### **Communications Minor**

Students minoring in Communications select eighteen (18) hours of courses from the Communications curriculum (requirements and electives), in consultation with their Communications advisor and with the approval of the department head. Because of the broad nature of mass communications, it is not possible to design a single list of courses for fulfilling a minor in the field. Each sequence requires courses specific to that sequence. Therefore, students minoring in Communications must plan an individualized course of study with their Communications advisor and with the approval of the department head. However, each student

working for a minor must complete three courses (nine hours) from the required Communications Core. Nine additional hours will be chosen according to the student's needs.

**Communications Major Core Requirements**

Courses			Hours
COMM	202	Survey of Mass Communications	3
COMM	218	News Writing	3
ENGL	224	Modern English Usage	3
COMM	350	Media Law	3
COMM	458	Internship	3
TOTAL			15

Students are introduced to general operation and management practices in radio and television facilities through a combination of theoretical and practical courses. These courses give the students a foundation in writing for broadcasting, management and production techniques. The practical courses complement the theoretical foundation by providing practical experience through internships and the College's radio and television stations. This combination gives the students the best possible chance of being able to compete with students from other schools for jobs in the field.

**Communications: Broadcasting**

Courses			Hours
COMM	211	Writing for Radio and Television	3
COMM	331	Broadcast and Film Editing	3
COMM	411	Video Production I	3
COMM	412	Video Production II	3
COMM	415	Broadcast Management	3
COMM	423	Audio Production	3
			18
General Education Requirements			46
Divisional Requirements			12
Communications Core Requirements and Broadcast Sequence			33
Major Electives			15
Free Electives			15
GRAND TOTAL COMMUNICATIONS: BROADCASTING MAJOR			121

### Communications: Editorial News

The program is designed to prepare students to become skillful reporters, researchers, and writers for print media, including newspapers and magazines. The course of study provides both theoretical studies and hands-on experience with computer-based editing equipment. Additionally, students will have opportunities to gain work-related experience in the mass media.

Courses			Hours
COMM	328	Reporting	3
COMM	341	Feature Writing	3
COMM	401	Copy Editing	3
COMM	425	Newspaper/Yearbook Production (Pen 1/Falcon)	3
COMM	427	Publication Concepts (Pen II/Falcon)	3
<b>Choose One:</b>			3
COMM	314	Fundamentals of Photography	
COMM	351	Desktop Design	
COMM	457	Seminar Special Topics and Journalism	
			<b>18</b>
General Education Requirements			46
Divisional Requirements			12
Communications Core Requirements and Editorial News			33
Major Electives			15
Free Electives			15
<b>GRAND TOTAL COMMUNICATIONS: EDITORIAL NEWS</b>			<b>121</b>

### Communications: Public Relations

Students are introduced to the ways organizations communicate with their constituencies, such as clients, employees, and the media. This sequence prepares students to use sound technical and managerial skills to meet communications needs within organizations. Students who complete this course of study will have the skills to function in organizations as public relations practitioners, public information officers, and communications managers in fields as diverse as sports, entertainment, government, and business.

Courses			Hours
COMM	211	Writing for Radio/Television	3
COMM	313	Introduction to Public Relations	3
COMM	351	Desktop Design	3
COMM	360	Media Research	3
COMM	430	Public Relations Problem-Solving	3

<b>Choose One:</b>			3
COMM 314	Fundamentals of Photography		
COMM 401	Copy Editing (Journals)		
COMM 411	Video Production		
COMM 425	Newspaper/Yearbook Production (Pen I/Yearbook)		
			<b>18</b>
	General Education Requirements		46
	Divisional Requirements		12
	Communications Core Requirements		15
	Major Electives		15
	Free Electives		15
<b>GRAND TOTAL COMMUNICATIONS: PUBLIC RELATIONS</b>			<b>121</b>

### DEPARTMENT OF ENGLISH

#### Mission Statement: English Major

The study of English as a discipline of the Division of Liberal and Interdisciplinary Studies has as its intent the development of the student’s ability to read, to think, and to write effectively. To this end, the department offers a broad program aimed at cultivating its students’ understanding of and competence in the basic communication skills of the English language. Instruction includes studies in reading, which reinforce comprehension and the enjoyment of advanced and complex forms of communication.

The study of literature includes the history of the English language and works written in the English language as well as those translated from other languages. Literature is considered as a fine art, a comprehensive cultural record, and a guide to the student’s interpretation of his or her life experiences. Such a comprehensive, cultural, literary study includes writers relevant to students of African-American studies. The general purposes of this study are to broaden the students’ understanding and enjoyment of literature, to develop a basis for intelligent criticism, and to provide a foundation for further study in the field. Students are required to write a research paper in every literature course.

All graduates with a major in English will have developed the skills necessary to prepare them for graduate schools and careers in fields requiring standard written and spoken English. Students completing the English program

- will demonstrate the skills of standard written and spoken English;
- will be able to demonstrate critical thinking, computer, and research skills in the study of literature, writing, and language;
- will possess the skills necessary to pursue graduate study and/or enter a related job field; and
- will be able to demonstrate familiarity with a diversity of literatures.

**Departmental Standards for Admission to the Majors**

A student who intends to major in English must earn at least two B’s and a C in the three required communications courses — English 131, English 132, and Communication Skills (COMM 201) — the end of the sophomore year. The minimum overall grade point average for students to be admitted into the English major is 2.0.

**English Minor**

Students minoring in English select eighteen (18) hours of courses from the English curriculum (requirements and electives), in consultation with their English advisor and with the approval of the department head. At least one of the courses (three hours) must be a “language” course, chosen from the following: ENGL 224 [Modern English Usage], ENGL 233 [Advanced Composition], ENGL 290 [Business/Technical Writing], ENGL 337 [The English Language], and ENGL 341 [Introduction to Linguistics].

**English Major**

Courses			Hours
ENGL	224	Modern English Usage	3
ENGL	227	African-American Literature	3
ENGL	233	Advanced Composition	3
ENGL	235	Modern African Literature	3
ENGL	253	Literary Genres	3
ENGL	300	Research Methods	3
ENGL	328	American Literature I	3
ENGL	329	American Literature II	3
ENGL	333	From Middle Ages to Renaissance	3
ENGL	334	From Religion to Enlightenment: 17th and 18th Centuries	3
ENGL	337	The English Language	3
ENGL	341	Introduction to Linguistics	3
ENGL	431	Shakespeare	3
ENGL	436	From Wordsworth to Wilde: 19th Century English Literature	3
ENGL	437	20th Century English Lit: Literary Texts in Global Context	3
ENGL	445	Women’s Literature	3
			<b>48</b>
General Education Requirements			46
Divisional Requirements			12
Free Electives			18
<b>GRAND TOTAL ENGLISH MAJOR</b>			<b>124</b>



## DEPARTMENT OF HISTORY

The mission of the Department of History is to offer a clearly defined program of courses that focus primarily on American history, but also survey world, African, European, and public history. Accordingly, the History Department provides one of the intellectual foundations for the College's liberal arts curriculum. It makes available a solid base to students seeking careers in a variety of areas that include but are not limited to teaching, public service, industry, journalism, and law; as well as a firm platform from which students can pursue advanced studies in either graduate or professional school. The Department aims to expand the intellectual horizons of students and broaden their academic and personal experiences so that they may become informed, contributing citizens of the community, nation, and world.

The purposes of history as a discipline is to help students obtain a broad base of historical knowledge, think critically, read analytically, and write persuasively. The objectives of the department include

- assisting students in developing research and writing skills;
- assisting students in their development of analytical skills required to assess historical documents for context and value; and
- providing students with theoretical knowledge and technical skills necessary for graduate or professional school as well as careers in teaching, public service, journalism, industry, and law.

### History Major

A student who intends to major in history should earn 2.5 in the General Education history courses (HIST 133 and 134) and a minimum overall grade point average of 2.0. Following are the requirements for a major in History:

Courses			Hours
HIST	231	American History I	3
HIST	232	American History II	3
HIST	233	European History I	3
HIST	235	Survey of African Culture and Civilization I	3
HIST	324	The African-American in United States History I	3
HIST	325	The African American in United States History II	3
HIST	340	Colonial America, 1500-1775	3
HIST	350	The Emerging Nation, 1776-1899	3
HIST	360	Twentieth Century America	3
HIST	440	Methods in Historical Research	3
HIST	441	Seminar in American History	3
HIST		Electives	6
GEOG	331	Principles of Geography	3
GEOG	332	Regional Geography	3
PLPS	331	American National Government	3
PLPS	334	American Political Thought	3
			<b>51</b>

General Education Requirements	46
Divisional Requirements	12
Electives	15
<b>GRAND TOTAL HISTORY MAJOR</b>	<b>124</b>

## DEPARTMENT OF PHILOSOPHY AND RELIGION

The mission of the Department of Religion and Philosophy is to prepare students spiritually for leadership in a complex and diverse world. The objectives of the department include

- to assist students in developing responsible ethical perspectives;
- to provide students the opportunity to articulate and develop their spiritual perspectives;
- to expose students to a variety of philosophical teachings and positions of history's greatest philosophers from antiquity to the present;
- to assist students to apply various philosophical and theological positions to daily life experiences;
- to give students the opportunity to explore the belief systems of various world religions;
- to make available courses for students to explore in depth the Judeo/Christian faith and the Bible, with special emphasis on an Afro centric perspective of Scripture;
- to provide for students of any major the opportunity to earn a minor in Religious Studies;
- to prepare students academically for seminary and graduate school; and
- to help students of any denomination to discern a call to the ordained ministry.

### Religious Studies Minor

The Religious Studies minor is an eighteen (18) credit hour program whereby students pursuing a bachelor's degree in any discipline can enrich their spiritual and personal lives as well as prepare themselves for leadership in their denomination by taking five (5) core courses and one (1) optional course. The required courses are:

Courses			Hours
<b>Required Courses</b>			
PHIL	231	Introduction to Philosophy	3
REL	233	Old Testament Survey	3
REL	234	New Testament Survey	3
REL	331	Survey of Church History	3
REL	440	Contemporary Theological Perspectives	3
<b>Choose One</b>			<b>3</b>
REL	442	The Role of Women in Scripture and Church History	3
REL	232	Survey of Comparative Religions	3
REL	441	Afro-centric Theology	3
<b>GRAND TOTAL RELIGIOUS STUDIES MINOR</b>			<b>18</b>

## **Pre-Theological Program**

### **Rationale**

The Pre-theological Program at Saint Augustine's College is a restoration of a major component of the rich legacy of this historic institution. For the first 100 or more years of the College the mandate was to train both teachers and clergy. By the year 1964 a full 33% of Black Episcopal clergy in America had completed their pre-theological training at Saint Augustine's College. It is the expressed purpose of this program to recruit and train young men and women who wish to discern a call to ministry.

### **Mentoring**

Under the guidance of the College Chaplain of Saint Augustine's College, students enrolled in this program will enjoy four years of close supervision with ample opportunity for hands on experience in the College's Historic Chapel. Learning how to minister the Gospel Eucharist Service, an innovation developed at the Chapel, will be an exciting part of their training. For students from other denominations, mentoring opportunities will be developed in conjunction with local pastors.

### **Practical Experience**

Students in the pre-theological program will also have opportunities for a variety of community service ministry experiences including an internship in a local congregation.

### **Pre-theological Program Major**

All students in the pre-theological program will complete the course work for the minor in Religious Studies as listed above. Students in the pre-theological program are free to choose their own area of study for their Bachelors Degree.

### **Honors Contract**

The Religious Studies Minor will be available to all interested students. However, those students from the Episcopal Church who train in the Pre-Theological Program will sign an Honors Contract for each of these courses, meaning that the level of expectation for them will be higher than the class in general. Students from other denominations who enter this program will do the same. This program is designed to prepare students for seminary and graduate schools.

## **DEPARTMENT OF VISUAL AND PERFORMING ARTS**

The mission of the Department of Visual and Performing Arts is to prepare competent professionals in the visual arts, music, and theater and film production. The departmental objectives include

- providing a stimulating and challenging educational environment;
- assisting in the development of sensitive and perceptive arts professionals who are aware of the growing interdependence of all the arts disciplines;
- preparing graduates with competence and understanding of practical and theoretical aspects of the Visual and Performing Arts; and
- acquainting students with the professional demands of careers in the arts.

### **Requirements for Admission to the Visual and Performing Arts Program**

Students declaring a major in one of the VPA disciplines (music, visual arts, or theater & film production) must begin the admission process during their freshman year by reporting to the VPA Department and completing an orientation form. The VPA Department, through advisement, will monitor the student's progress into and through the program.

### **Admission Requirements for Visual Arts Majors**

Students majoring in visual arts should obtain a 2.5 in the fundamental art courses (ART 100, ART 101, ART 102, and ART 103)

### **Admission Requirements for Music Majors**

All students must take a proficiency exam in music theory and audition before the music faculty. At the audition, the student should be prepared to demonstrate the following:

#### **PIANO:**

- Major scales - 4 octaves, hands together;
- Minor Scales - (at least one form) 4 octaves;
- Arpeggios - major and minor triads for 4 octaves;
- A Bach-two part invention or work of comparable difficulty;
- A movement from Haydn, Mozart or Beethoven sonatina or early sonatas (all movements);
- A Romantic work of Chopin, Schumann, Mendelssohn or Brahms; and
- A work of applicant's choice. Applicants who fail to meet these requirements may be admitted on a preparatory basis with the expectation that they meet these requirements within a year.

#### **VOICE:**

- A voice of attractive quality, agile and resonant with a range of two octaves;
- The ability to distinguish and sing on pitch;
- A repertoire that includes songs by such well-known classical composers as Handel, Schubert, and Purcell; and
- A background that includes participation in solo and ensemble festivals promoted by the state and/or experience singing in the church.

#### **INSTRUMENTAL:**

- All major scales. Each scale is to be played through the most accepted and practical range on the instrument;
- Chromatic scale. This scale is to be played throughout the practical range of the instrument. It should be slurred ascending and tongued descending or vice-versa;
- One piece selected from the following:

- Standard etude on the chosen instrument. (Rose for the clarinet, etc.)
- Composition chosen from the Band and Orchestra Directors Association
- Manual of student's home state, or a piece of comparable musical content.

Percussionists also Play the Following Rudiments:

- |                      |                    |
|----------------------|--------------------|
| • Long Roll          | • Flam Paradiddle  |
| • Seven Stroke Roll  | • Single Ratamacue |
| • Double Drag        | • Five Stroke Roll |
| • Lesson 25 Ratatap  | • Flamacue         |
| • Double Paradiddle  | • Triple Raramacue |
| • Ruff (drag)        | • Single Drag      |
| • Hand to Hand Flams |                    |
| Flam Accent =1       |                    |

### **Provisional Admission of Music Majors**

Musicians who do not meet basic performance or theory requirements will receive provisional admission to the Department. They will have one year to raise their proficiency levels as required, with a review after the first semester. During the Provisional period, the student will be assigned a departmental advisor who will monitor the student's progress; receive individual instruction in voice or instrument; and/or enroll in Music Fundamentals I and Music Seminar. During Spring Semester Registration, students will meet again with their advisors, review Jury Exam comment sheets and final grade in their individual instrument, in Music Fundamentals, and Music Seminar.

A minimum grade of "C" must be received in all three courses in order to continue in the provisional program. If the minimum grade requirement is not met, the student will no longer be considered a provisional department member. A change of major form will be completed and signed during the Spring Semester registration process. If the student obtains a minimum grade of "C" in the same three courses second semester, the student will then be formally admitted to the Department. If minimum requirements are not met, the change of major form will be completed during the Fall Semester Registration.

**NOTE:** Provisional admission to the Department includes significant work at a pre-College level. Therefore, it is unlikely that the student admitted under the Provisional Guidelines will be able to complete a degree in four years.

### **Admission Requirements for Theater and Film Production Majors**

Theater and Film Production requires strong competencies in written and oral communication skills. Therefore, students majoring in this discipline should earn a 2.5 in the three required communication courses (ENGL 131 and 132, COMM 201).



## **Acceptance into the Theatre and Film Major**

### **Admission Process**

Applicants for the Theater and Film programs (major, minor, or certificate) will be selected from the following criteria: talent, commitment, passion, a strong willingness to learn the art and the craft at its highest level, as well as letters of recommendation, grade point average. Portfolios will be considered.

### **Provisional Admission**

As a freshman, you have provisional acceptance into the program. During your freshman semesters, you must enroll and receive a grade of “B” or better in the Introduction to Theatre and Film, and History of Theatre and Film to continue in the program. You must also attain a 2.5 GPA in all of your other classes in your freshman year.

### **Qualifying Examinations**

During the spring of your freshman year, you will choose a film or theatre focus, as you enter into the qualification arena. At this juncture, you will schedule appointments to meet with your advisor to undergo an evaluation of your current college standing which includes your GPA, absences and tardies from class, teacher recommendations, etc. Your advisor will set appointments for your qualifying examinations to enter the program: interview, audition (two minute monologue), and extemporaneous paper covering critique and analysis, and scene writing.

Students will be taught at a professional level and will be expected to learn and conduct themselves in a professional manner. If at any time during your years in the program, you receive a “D” in your major, you will be on probation. If you receive two “D’s” in any one semester, or if you receive a “D” once you’re on probation, you will be dropped from the program.

### **Saint Augustine’s Hollywood Studio Club**

The Hollywood Studio Club is an honor’s club for film majors in their junior and senior years. Students are selected by the Director of Film, which is based on their grade point average (3.0 or higher), talent, commitment, and passion for their art and craft. Honor students will be considered for the following privileges: film internships, special field trips and meetings with entertainment professionals, recommendation letters, etc. Our Hollywood Studio Club members must also participate in a production every semester that is decided upon by the Director of Film. Selection and participation in the Hollywood Studio Club will be an important part of their resume and portfolio.

### **Certificate Program in Film**

The Certificate Program in Film has been designed for adults who either have a degree or who don’t wish to pursue a bachelor’s, but want to be trained in the area of filmmaking. This 24-credit program is designed to be completed within two years, with students taking two courses per semester. However, a student may take up to four years to complete the Certificate, with the approval of the Director

of Film. Classes are offered as part of the regular Film program, taught during the normal class schedule and hours during the weekdays. Students will take specified classes in Directing, Acting, and Screenwriting, as well as other specified courses in the major. Selection criteria for the certificate program is the same as for the bachelors and minor program.

### **Degree Offering in the Visual Arts**

The Visual Arts program encourages creativity and imagination in the use of Intellectual skills through the arts. Emphasis is on the mastery of modern computer processes as well as the traditional media of two- and three-dimensional art forms, with the specific aim of a well-rounded educational experience. The program offers an introduction to skills necessary for success in a competitive world.

The Objectives of the Visual Arts program are to provide a stimulating and challenging educational environment to assist students in developing as aware, sensitive and perceptive individuals, and in developing technical skills and understanding of practical and theoretical aspects of the visual arts. A major in Visual Arts requires a minimum of 61 hours of credit with a concentration in Studio Arts or Graphic Arts. The total number of credit hours required for graduation is 122. Students will develop

- an understanding of personal motivation, initiative and professional attitudes as these qualities relate to the practice of the visual arts and its uses and places in our society;
- the ability to create visual communication and expression using various media (i.e., the disciplines of painting, drawing, sculpture, and film using traditional methods as well as computer and multimedia methods);
- the ability to demonstrate artistic fluency with various media; and
- the ability to integrate their craft / skill / ability / visual understanding and intelligence into available job settings.

### **Supplies**

Art students will be expected to purchase their own supplies for all studio and graphic art courses. The cost and nature of these supplies will vary with the particular course. Failure to have supplies as necessary for classes may result in the student being marked absent for the class periods involved.

### **Studio Class Preparation**

Whenever applicable, courses will encompass skills in the use of traditional media as well as skills in computer programs. Students are expected to make time available outside of the scheduled classroom instructional time on a regular basis for work in the studio and the computer laboratory in order to develop these skills. Generally, the time will be a minimum of one hour for every hour of scheduled classroom instructional time.

### **Junior Standing in Visual Arts**

After the completion of 45 academic hours or enrollment in 200 and 300 level courses, the Visual and Performing Arts faculty will review the student's academic record.

### Academic Standing

Students who have a grade no lower than “B” will normally meet this requirement of Junior Standing. Students with a Grade Point Average (GPA) of 2.5 and no grade in their major lower than a “C” will meet the Academic Standing requirement. Students with a GPA of 2.0 to 2.44 will be reviewed by a faculty committee. Students who do not maintain a 2.0 average will be placed on departmental probation until any deficiencies are removed.

Students who do not meet the minimum standards for Junior Standing will have one semester in which to meet the required standards. Visual Arts students who do not pass the Professional Competency requirement on the second attempt (and all other attempts) will register for the same level of work the following semester.

Basic proficiency in visual arts is required before a student designates his/her major. An art portfolio will be reviewed by the art faculty to determine artistic proficiency.

### Course Selection

Not all courses are offered every semester. Students should work with their major advisors to maximize access to desired courses during their matriculation.

### Visual Arts Major

Courses			Hours
<b>Required Courses</b>			
ART	100	2D Design	3
ART	101	3D Design	3
ART	102	Materials and Methods	3
ART	103	Dimensions of Art	3
ART	131	Introduction to Drawing	3
ART	132	Color and Design	3
ART	143	Introduction to Painting	3
ART	232	Introduction to Ceramics	3
ART	235	Introduction to Sculpture	3
ART	331	Survey of Art History I	3
ART	332	Survey of Art History II	3
ART	347	Water Color Painting	3
<b>Choose One</b>			3
ART	233	Modern Art	
ART	334	African-American Art	
ART	338	Art of the Harlem Renaissance	
ART	339	Art of the Italian Renaissance	
			<b>39</b>
ART	412	Senior Exhibition	1
ART	413	Internship	3
<b>TOTAL VISUAL ARTS MAJOR CORE REQUIREMENTS</b>			<b>43</b>

**Visual Arts Major: Graphic Arts**

A minimum of eighteen (18) hours in advanced graphic arts should be chosen from the courses listed below.

**Choose for a Minimum of 18 hours**

			Hours
ART	325	Graphics I	3
ART	326	Illustration	3
ART	327	Graphics II	3
ART	411	Senior Studio	3
ART	431	Fundamentals of Photography	3
ART	460	Graphics III	3
ART	490	Graphics IV	3
ART		Advanced Studio Arts Elective I	3
ART		Advanced Studio Arts Elective II	3

**Visual Arts Major: Studio Arts**

A minimum of eighteen (18) hours in advanced studio arts should be chosen from the courses listed below.

**Choose for a Minimum of 18 hours**

			Hours
ART	237	Painting II	3
ART	241	Life Drawing	3
ART	330	Sculpture II	3
ART	363	Painting III	3
ART	341	Modern Abstract Drawing	3
ART	410	Advanced Painting	3
ART	411	Senior Studio	2
ART	431	Fundamentals of Photography	3
ART	435	Advanced Sculpture	3
		Advanced Graphics Arts Elective I	3
		Advanced Graphic Arts Elective II	3
			<b>18</b>
		General Education Requirements	46
		Division Requirements	12
		Visual and Performing Arts Major Requirements	61
		Electives	3
<b>GRAND TOTAL FOR VISUAL ARTS MAJOR SEQUENCE</b>			<b>122</b>

## **Degree Offering in Music**

The Music Program encourages creativity and imagination through courses in the history, literature, and appreciation of music. The program also develops musical skills in the areas of reading, writing and performance that will support career pursuits in pedagogy, performance and advanced studies. Students completing the music program will be

- exposed to diverse music reflective of the changing society and the evolution of contemporary musical culture;
- prepared to successfully pursue a career in music pedagogy and graduate studies; and
- able to compose, arrange or analyze western and non-western music.

## **Additional Guidelines for Music Majors**

- Participation in appropriate music ensemble(s) throughout the period of preparation for graduation is required (minimum of 7 hours);
- Minimum departmental requirements include the successful completion of a half recital (25 minutes of music), with an additional full recital required for Bachelor of Arts in Music Majors;
- Enrollment in Individual Instrument Instruction (Primary instrument/voice) is mandatory until the recital requirement is met;
- Receiving a grade of "F" in Primary instrument/voice disqualifies a student from continuing as a major in music and requires a change of major by the student. The student may be readmitted to the Department by appeal to a faculty committee prior to the close of registration the following semester; and
- All Music majors must pass the Piano Proficiency Exam prior to Junior Standing.

The following skills are required:

1. Playing all major and minor scales (through 4 sharps and 4 flats) with correct fingering, hands together, two octaves;
2. Playing one selection on the level of a Bach or Mozart Minuet;
3. Play two hymns, patriotic songs, or other selection suitable for use in church or classroom; and
4. Harmonization at sight of a simple folk song with an appropriate accompaniment.

In some cases, it may be necessary for a student to take more than the customary eight semesters to complete the requirements for a College degree.

## **Junior Standing in Music**

After a student completes 45 academic hours or is enrolled in Music Theory IV, his/her academic record will be reviewed by the Visual/Performing Arts faculty.

## **Progress toward Professional Competency:**

The student will prepare a complete portfolio or repertoire listing as well as perform several compositions on his/her major instrument (with accompaniment) which demonstrates an appropriate level of technique and musicianship for presentation to the music faculty.



**Academic Standing:**

Students who have a grade no lower than “B” will normally meet this requirement of Junior Standing. Students with a Grade Point Average (GPA) of 2.5 and no grade in their major lower than a “C” will meet the Academic Standing requirement. Students with a GPA of 2.0 to 2.49 will be reviewed by a faculty committee. Students who do not maintain a 2.0 average will be placed on departmental probation until any deficiencies are removed.

Students who do not meet the minimum standards for Junior Standing will have one semester in which to meet the required standards. Music students who do not pass the Professional Competency requirement on the second attempt (and all other attempts), automatically receive a grade of “F” on their applied major instrument for the current semester and will register for the same level of work the following semester.

Basic proficiency in vocal or instrumental performance and music theory is required prior to a student’s designating his/her major as music performance. An audition before the music faculty determines performance proficiency.

**Music Major**

			Hours
THEORETICAL STUDIES			
MUSIC	121	Music Skills I	1
MUSIC	122	Music Skills II	1
MUSIC	221	Music Skills III	1
MUSIC	222	Music Skills IV	1
MUSIC	131	Music Theory I	2
MUSIC	132	Music Theory II	2
MUSIC	231	Music Theory III	2
MUSIC	232	Music Theory IV	2
MUSIC	323	Composition	3
MUSIC	331	Computer Technology for Musicians	2
			<b>17</b>
APPLIED THEORETICAL STUDIES			
MUSIC	111	Class Piano I	1
MUSIC	211	Class Piano II	1
MUSIC	311	Class Piano III	1
MUSIC	411	Introduction to Electronic Technology	1
MUSIC		Individual Piano or Individual Organ	3
MUSIC	245	Jazz Improvisation I	3
(Must be repeated twice for additional credit)			
			<b>10</b>
LEADERSHIP SKILLS			
MUSIC	227	Conducting Techniques	1
MUSIC	251	Pedagogy I	1
MUSIC	252	Pedagogy II	1

MUSIC	443	Special Topics in the Music Industry	3
MUSIC	444	Internship	6

**12**

#### HISTORY AND LITERATURE (Select 6 hours from Courses listed below)

MUSIC	237	Medieval and Renaissance History and Literature	2
MUSIC	238	Music in World Cultures	2
MUSIC	335	Music Seminar	0
MUSIC	337	Baroque and Classical	2
MUSIC	338	Romantic & 20th Century	2

**8**

#### APPLIED STUDIES

Major		Voice, Piano, or Instrument	8
MUSIC	333	Junior Recital	.5
MUSIC	433	Senior Recital	1
Ensemble		Eight Semesters	4

**Total** **13.5**

#### Hours

#### MUSIC ELECTIVES (Select 9 hours from courses listed below)

MUSIC	113	Class Voice	1
MUSIC	228	Choral Conducting and Literature	1
MUSIC	229	Instrumental Conducting and Literature	1
MUSIC	237	Medieval and Renaissance Music History	2
MUSIC	243	Diction I	1
MUSIC	244	Diction II	1
MUSIC	246	Jazz Improvisation II	1
		(may be repeated twice for 3 hrs credit)	
MUSIC	423	Introduction to Church Music	3
MUSIC	429	Independent Study	3
MUSIC		Adv Individual Instruments	4
		(2 hours and semester- Jr. and Sr. year)	

**9**

General Education Requirements 46

Division Requirements 12

Music Major Requirements 67.5

**GRAND TOTAL MUSIC PERFORMANCE MAJOR** **125.5**

Degree Offerings in Theater and Film Production

The theater and film production program provides experience in three areas: academic, creative and practical. Academic experiences are gained through the study of plays/films, actors, directors, and designs of all periods of the theatrical and film industry. Creative experience is provided through the study of the crafts of acting, designing and directing. Practical experiences are provided through active participation in productions. Students may earn a Bachelor of Arts or a minor in theater and film production. Objectives of the Theater and Film Production degree offerings are to

- develop students creative knowledge and experiences in theater and film production;
- develop skills in theater/film analysis and criticism based upon historical and literary study;
- prepare for advanced study at graduate and professional schools; and
- prepare for employment in the theatrical and film industry.

Theater and Film Production Major Core

			Hours
REQUIRED COURSES FOR THEATER AND FILM PRODUCTION MAJOR			
TDF	101	Introduction to Theater and Film	3
TDF	102	History of Theater and Film	3
TDF	201	Introduction to Acting	3
TDF	202	Voice and Articulation	3
TDF	204	Making Documentaries	3
TDF	209	Directing	3
TDF	217-218	Theater Workshop	2
TDF	300	Acting for the Camera	3
TDF	306	Literature for Theater and Film	3
TDF	309	Motion Picture Directing	3
TDF	311	One Act Playwriting	3
			32

			Hours
THEATER (for Theater choose a minimum of 21 hours)			
TDF	205	The Art of Make-up	3
TDF	208	Costumes for the Stage	3
TDF	247-248	Dramatic Arts Workshop	2
TDF	347-348	Dramatic Arts Workshop	2
TDF	256	Movement for the Actor	3
TDF	257	Introduction to Modern and Jazz Dance	3
TDF	307	Stage Lighting and Sound Effects	3
TDF	308	Stagecraft and Management	3
TDF	317-318	Theater Workshop	2
TDF	417-418	Theater Workshop	2
	421	Dramatic Structure I	3
	422	Dramatic Structure II	3
			21

			Hours
FILM PRODUCTION (for Film Production choose a minimum of 21 hours)			
TDF	247-248	Dramatic Arts Workshop	4
TDF	347-348		4
TDF	405	Introduction to Production	3
TDF	401	Screenwriting I	3
TDF	403	Visual Filmmaking I	3
TDF	411	Visual Filmmaking II	3
TDF	414	Screenwriting II	3
TDF	421	Dramatic Structure I	3
TDF	422	Dramatic Structure II	3
TDF	450	Producing Your Thesis	3
			<b>21</b>
General Education Requirements			46
Division Requirements			12
Theater and Film Production Major Core			53
Electives			10
<b>GRAND TOTAL THEATER AND FILM PRODUCTION MAJOR</b>			<b>121</b>

# Division of Military Science

## U.S. Army Reserve Officer Training Corps Program

The mission of the Military Science Department is to commission the future officer leadership of the United States Army and motivate young people to be better Americans. Our end state is accomplished through recruiting, selecting, motivating, training, and retaining students who possess leadership potential. In achieving our mission, we provide a unique opportunity for our students by providing both training and experience in leadership and management. Army ROTC develops self-discipline, responsibility and confidence — qualities basic to success in the army or in a civilian career. ROTC gives students a valuable opportunity to build for the future.

ROTC graduates are leaders, thinkers and decision-makers. They meet problems head-on and solve them quickly. They know how to adapt to situations and take charge. They will find that their background and experience in ROTC can be a valuable asset if they decide to pursue a civilian career or a career in the army. The practical experience they gain by leading people and managing money and equipment can place them far ahead of other College graduates competing for jobs that lead to top management positions. The Military Science Program of Instruction is structured to develop within students:

- A strong personal integrity, and a sense of duty;
- A strong sense of individual responsibility and accountability;
- An understanding of the principles of leadership, time management, and organizational structures;
- The ability to communicate effectively both orally and in writing;
- A general knowledge of the historical development of the U.S. Army and its role in support of national objectives;
- An understanding of military life as a commissioned officer to include opportunities and obligations; and
- The ability to apply principles of leadership, management, and tactics.

### ROTC Scholarships

At Saint Augustine's College, the award of an Army ROTC scholarship may be the means to a FREE College education for qualified students. The President of the College has agreed to provide free room and board to any Saint Augustine's College student that is awarded a competitive three-, or four-year Army ROTC scholarship. Special consideration for any Army ROTC scholarship is given to students pursuing degrees in nursing, engineering, the physical sciences, and other technical skills currently in demand by the army. Students who receive a scholarship will be required to attain an undergraduate degree in the field in which the scholarship is awarded.

Four-year scholarships will be awarded to students entering College as freshmen. Three- and two-year scholarships are awarded to students currently enrolled in College and army enlisted personnel on active duty. Additionally, two-year scholarships are available to students who attend Basic Camp in the two-year program. These scholarships are awarded based upon outstanding performance.



Each scholarship pays for tuition, required educational fees, and provides a specified amount for books, supplies, and equipment. Each scholarship also includes a monthly stipend of \$200 (up to \$2,000 a year) for every year the scholarship is in effect.

### **Other Scholarships**

Each academic year various veterans' organizations and other military related activities make scholarship funds available to students enrolled in Army ROTC. (Organizations making these awards are USAA, AUSA, VFW, ROCKS etc.).

### **Stipends**

All cadets in the Advanced Course (Juniors and Seniors) receive a monthly stipend of \$200 for each of these two years (this is not in addition to the stipend provided to scholarship winners), as well as payment for attending the 35 days of Advanced Camp. Students attending the Basic Camp are also paid while attending camp.

### **Simultaneous Membership Program (SMP)**

This program provides an opportunity for students who belong to a Reserve or National Guard Unit, as enlisted soldiers, to also be members of the Army ROTC Program.

As a reservist or guardsman, these students, as freshmen or sophomores, earn make \$2,700 for one summer by attending the enlisted basic and advanced individual training. This is in addition to money earned for the weekend drill with their unit.

A student accepted for the SMP and the Army ROTC Advanced Course retains affiliation with the Reserve or Guard Unit as an officer trainee and is paid for drills and assemblies plus up to \$1,000 a year in monthly stipends of \$100 each.

SMP members are also eligible for certain veterans', reserves', or National Guard's educational benefits.

### **Veterans Benefits**

Veterans may be eligible to compete for ROTC scholarships, and may also receive any VA benefits to which they would be normally entitled. In addition, veterans who return to active duty as officers may count their prior active duty enlisted time toward longevity pay and retirement.

### **Commissioning Requirements**

Satisfactory completion of

- the Basic Course (via class attendance and/or placement credit);
- the Advanced Course;
- the Advanced Camp
- a course in Military History (HIST 432);
- a course in Computer Science (see Program of Instruction); and
- three (3) courses (nine (9) hours) in the Enhanced Skills Training Program (see Program of Instruction).

The cadet must

- maintain at least a 2.0 cumulative grade point average (GPA);
- pass a Department of Defense medical examination within 16 months of the date of commissioning;
- pass the Army Physical Fitness Test within six (6) months of the date of commissioning; and
- not have exceeded the 30th birthday (25th for scholarship students).

### **The Four-Year Curriculum**

The ROTC Program is based on a four-year curriculum ultimately integrated with the normal baccalaureate degree program. Flexibility is provided through a number of options and alternatives. These alternatives recognize previous military related experience and provide accelerated or compressed instruction to allow late entry into the program.

The Four Year Program is divided into two parts: The Basic Course and the Advanced Course.

The Basic Course is usually taken during the freshman and sophomore (MS I and MS II, respectively) years of College and covers such subjects as management principles, national defense, physical fitness, field sanitation and leadership development. There is no military obligation for enrollment in the Basic Course. After they have completed the basic course, students who have demonstrated the potential to become officers and who have met the physical, moral and scholastic standards are eligible to enroll in the advanced course.

The Advanced Course is usually taken during the Junior and Senior years (MS III and MS IV, respectively). It includes instruction in organization and management, tactics, ethics, professionalism, and further leadership development.

During the summer between their junior and senior years, Advanced Course cadets attend a fully paid, 35 day Advanced Camp. This camp gives cadets the chance to put into practice the theories and principles they learned in the classroom and introduces them to army life both in garrison and in the field.

### **The Two-Year Program**

The Two Year Program is designed for juniors, and community College graduates, veterans with prior College credit, students at four-year Colleges who did not take ROTC during their first two years, students entering a two-year, post-graduate course of study and high school students who plan to attend military junior Colleges. To enter the Two Year Program, students must first attend a fully paid, five weeks Basic Camp, normally held during the summer between their sophomore and junior years of College. After successfully completing Basic Camp, students who meet necessary requirements may enroll in the Advanced Course.

### **Placement Credit**

Veterans, reservists, and students with at least three years of Junior ROTC training seeking enrollment in the Advanced Course may be given credit for up to three (3) semester(s) of Basic Course Training. Eligible students may apply to the Professor of Military Science.

## **Compression**

As a sophomore, the first two years may be compressed into a single year by simultaneous enrollment in MS I and MS II. This requires the approval of the Professor of Military Science.

## **Select Training Program**

Highly motivated and very promising students may be selected by the Professor of Military Science for participation in elite off-campus summer training programs. These include Airborne School, Cadet Troop Leader Training, Air Assault School, and Northern Warfare Training.

## **Textbooks, Uniforms, and Equipment**

All military textbooks, uniforms, and instructional materials are provided free of charge.

## **Cadet Activity Fee**

This fund is used to defray the cost of the Annual Military Ball, Formal Dining-In, and other department-wide activities (\$25.00 per semester).

## **Course Tuition**

ROTC is taken free of charge. If ROTC creates a situation where the student is placed in an overload status. No overload fee will be assessed for credit hours earned through Military Science instruction.

## **Physical Fitness Training Clothing**

Contracted and scholarship cadets must purchase running shoes; however, two sweat suits will be issued for physical fitness training. All other students are encouraged to purchase a pair of running shoes and at least one sweat suit. The sweat suit must be the one designed for Army ROTC and sold in the College bookstore or the army gray physical fitness uniform, which is sold at the Fort Bragg clothing sales store.

## **Program of Instruction**

### **ROTC Course Substitution Arrangement**

A student enrolled in the ROTC Program will have the opportunity to substitute certain ROTC courses for certain regular College courses of the General Education Program. This opportunity is provided to accommodate the student who plans to continue in ROTC for commissioning and the student whose participation in ROTC is restricted to a specific length of time. *See ROTC advisor and/or academic major advisor for advisement about enrollment in other ROTC substitutions.*

Credit for a course after withdrawal from the ROTC Program will require a statement of support from the Professor of Military Science, verifying the student's inability or ineligibility to continue in the ROTC Program. Note: It is the student's responsibilities to provide documented evidence supporting their inability or ineligibility to continue in the ROTC program.

<b>*ESTP/Military Science Courses for Substitutions</b>	<b>Regular Saint Augustine's Courses</b>	<b>Hours</b>
MS 132 Enhanced English Expression and Writing	ENG 131 Writing Across the Curriculum	3
MS 201C Enhanced Oral Communication	COMM 201 Communication Skills	3
MS 101-102 Basic Military Science	PE 102-115 Physical Activities	1
		<hr/> 10

\* A grade of "C" or better must be earned in each course for substitution credit to be granted.

\*\* ROTC enrollees who are Teacher Education majors are not required to take this course because of specific competencies related to certification.

## **The Basic Course Requirements**

<b>Courses</b>	<b>Hours</b>
MS 101 Introduction to ROTC	2
MS 102 Introduction to Leadership	2
MS 201 Self/Team Development	2
MS 202 Individual/Team Military Tactics	2
MS 210 Camp Challenge	6
MS 101L And 102L - Leadership Lab (Must be taken with MS101 and MS102)	0
MS 201L And 202L - Leadership Lab (Must be taken with MS201 and MS202)	0

## **Alternate Ways of Satisfying Basic Course Requirements:**

- MS 210 - A six-week summer camp at Fort Knox, Kentucky;
- Basic Course requirements, if approved by the Professor of Military Science, may be waived for veterans or other persons with prior military experience and/or training, provided they demonstrate the accepted level of performance for the Basic Course;
- There is no military obligation incurred by participation in the Basic Course.

## **Enrollment Requirements**

Students desiring to enroll in the Basic Course must:

- Be of good moral character;
- Be U. S. citizens; there are limited exceptions as approved by PMS;
- Be at least 17 years old to begin ROTC; and
- Be a full time student at Saint Augustine's College, pursuing a course of instruction leading to an approved baccalaureate degree.

**The Advanced Course Requirements**

Courses			Hours
MS	301	Leading Small Organizations I	3
MS	302	Leading Small Organizations II	3
MS	310	ROTC Advanced Camp	6
MS	401	Leadership Challenges and Goal	3
MS	402	Transition to Lieutenant	3
MS	432	A Survey of Military History	3
MS	301L	Advance Leadership Lab	0
	302L	(Must be taken with MS 301 and MS 302)	
MS	401L	Advance Leadership Lab	0
	402L	(Must be taken with MS 401 and MS 402)	

**Enrollment Requirements**

Students desiring to enroll in the Advanced Course must

- demonstrate leadership and officer potential;
- have at least two full academic years remaining in College;
- have Basic Course completion credit;
- successfully complete the current aptitude or screening tests and any other prescribed surveys or evaluations;
- be medically qualified;
- execute a written contract with the U.S. Army;
- possess at least a 2.0 cumulative grade point average;
- be selected by the PMS;
- execute a loyalty oath or affirmation;
- not be conscientious objectors;
- be a United States citizens; and
- 12. Be enrolled full-time at Saint Augustine’s College, and pursuing a course of instruction leading to an approved baccalaureate degree.

**Additional Required Courses (Professional Military Education)**

These courses may be taken during the freshman, sophomore, junior or senior year.

Courses			Hours
COMPUTER LITERACY			
CIS	240	Microcomputer Software Application I	3
ENHANCED SKILLS TRAINING PROGRAM			
MS	131	Enhanced Reading Skills (Comprehensive, vocabulary development, and cognitive skills)	3
MS	131M	Enhanced Mathematical Skills and College Algebra	3
MS	201C	Enhanced Oral Communications Skills (cognitive skills)	3
<b>Total</b>			<b>12</b>

**\*Note:** Denotes the ESTP courses that can be used as substitutes within the General Education Curriculum



**Stipend**

Each Advanced Course student will be paid a monthly stipend of \$200 for up to 10 months a school year, or a total of 20 months.

**ROTC Enhanced Skills Training Program**

**(ESTP)**

The ROTC Enhanced Skills Training Program (ESTP) is intended to improve skill levels in (1) Reading, (2) Written English Expression, (3) Mathematics, (4) Oral Communications, and (5) Cognitive Skills as they relate to on-duty performance requirements in the United States Army. Saint Augustine’s College has been contracted to teach five (5) courses. These courses may be taken during the freshmen (scholarship students only), sophomore (**three year scholarship students only**), junior or senior year with first priority given to the MS-V, MS-IV, MS-III, MS-II and MS-I scholarship students in succession.

All cadets are tested and enrolled in the above courses based upon the test results. Courses are conducted concurrently with the regular College terms with no fewer hours of instruction than other courses. Students are expected to complete nine (9) hours of classes in the Enhanced Skills Training Program prior to commissioning.

MS 132	OA-OC	English Expression and Writing
MS 131	OA-OD	Reading Skills Across the Curriculum
MS 201C	OA	Communication Skills
MS 131M	OA-OB	College Algebra
MS 161	OA-OB	Business Math and Quantitative Methods

The Business Math and Quantitative Methods will only be available to those students at/or above the 85th percentile on the Descriptive Test of Mathematics Skills (Arithmetic and Algebra).

The ESTP classes are not remedial, but are designed to enhance the skills already developed in the regular College English and math classes. Students in selected ESTP classes will receive College level work and instruction and will be evaluated according to the grading standards established by the College. It is required by the Army that students be give a pre- and post-test. Students who do not score at the 80th percentile on the Nelson Denny Reading Test, and the 85th percentile on the Descriptive Test Mathematics Skills (both arithmetic and algebra) and a holistic score of eight (8) on their writing post-test will receive an “I” (incomplete) until they satisfy the College and Army requirements. Additionally, the ESTP cadets are to satisfy the ASVAB requirements and satisfactorily pass the SAT/ACT. This program is contracted to train a maximum of 90 students per year.

Measures of Effectiveness: the program’s success is indicated by an overall 99% Officer Basic Course pass rate by students who successfully completed ESTP.

# Division of Natural Sciences and Mathematics

The Division of Natural Sciences and Mathematics offers programs of study designed to provide fundamental training in the Life Sciences, Physical Sciences and Mathematics for students planning careers in industry, medicine, allied health, dentistry, pharmacy, industrial hygiene and safety, government, computer science, environmental sciences, engineering and research.

Moreover, students develop an appreciation of the scope of the living world and the laws that govern it, the interrelationship of all knowledge, the development of scientific concepts, the scientific method and the contributions of science to the betterment of all mankind.

The mission for the Division is to prepare all science majors to become knowledgeable agents of change as well as capable, creative and responsible citizens of independence and integrity. Furthermore, the division seeks to provide an atmosphere in which each science major can develop his/her intellectual capacity to a maximum by sharing in learning experiences, which result in the acquisition of scientific knowledge, techniques and skills.

In addition, the mission is to expand the resources and improve existing facilities in order to better prepare science majors for gaining admission to professional and graduate schools as well as careers in the health professions, engineering, computer science, industrial hygiene and research. The objectives of the Division of Natural Sciences and Mathematics are as follows:

- To foster a general knowledge of the world and an understanding of broad concepts in the natural sciences;
- To present the basic, underlying concepts of science as it influences daily living;
- To prepare students for careers or further training in science, mathematics and engineering;
- To develop a command of appropriate communications skills appropriate for functioning effectively in mathematics and the sciences;
- To promote students' professional development through advanced technology, library resources and from use of publications related to their discipline;
- To promote the development of students' ethical and moral perspective;
- To prepare students to serve as mentors;
- To prepare students with a basic understanding of research and its utility in the world of work; and
- To offer students a diverse education utilizing the environment, community and team building.

Students may declare a minor in accordance with the College's policy.

## DEPARTMENT OF BIOLOGY

The mission of the Department of Biology is to sustain a learning environment in which students can prepare academically, socially and ethically for the diverse and rapidly changing frontiers of science. To fulfill the mission, the faculty fosters scholarship and creativity through varied approaches to teaching and learning with a curriculum designed to offer training in the life sciences for students planning careers in teaching, medicine, dentistry, allied health, industry, government and research. Some of the goals of the Biology Department are

- to provide innovative courses that integrate theory and practical application through experimental approaches to learning;
- to provide opportunities for students to apply what they learn through service learning, internship, and cooperative education;
- to provide an environment for the non-traditional student through the development and implementation of a flexible plan of study; and
- to develop a plan of study that provides students with the knowledge and appreciation of cultural differences through interdisciplinary courses, study abroad, and other programs.

### Biology - Molecular Major

The following requirements must be met in order to earn a Bachelor of Science degree in Biology.

Courses			Hours
General Education Requirements			46
<b>Major Courses*</b>			
BIOL	134	Principles of Biology II and Lab	4
BIOL	241	Comparative Vert. Anatomy and Lab	4
BIOL	242	Comparative Vert. Embry and Lab	4
BIOL	310	Cell Biology and Lab	4
BIOL	332	Microbiology and Lab	4
BIOL	342	General Physiology and Lab	4
BIOL	401	Introduction to Research	3
BIOL	410	Biology Seminar I	1
BIOL	411	Science Seminar	1
BIOL	420	Senior Research	3
BIOL	430	Epidemiology & Biostatistics	3
BIOL	433	Immunology	3
BIOL	442	Genetics and Lab	4
<b>Total Major Courses</b>			<b>42</b>

### Supporting Courses\*

CHEM	142	General Chemistry and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4
CHEM	344	Biochemistry I and Lab	4
CHEM	345	Biochemistry II and Lab	4

CIS	240	Microcomputer Appl.	3
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
PHYS	241	General Physics I and Lab	4
PHYS	242	General Physics II and Lab	4
<b>Total Supporting Courses*</b>			<b>38</b>

## **GRAND TOTAL BIOLOGY - MOLECULAR MAJOR 126**

*\*These courses must be passed with a grade of "C" or better*

### **Biology - Environmental Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Biology.

<b>Courses</b>	<b>Hours</b>
<b>General Education Requirements</b>	<b>46</b>

### **Major Courses\***

BIOL	142	General Botany and Lab	4
BIOL	201	General Ecology and Lab	4
BIOL	332	Microbiology and Lab	4
BIOL	342	General Physiology and Lab	4
BIOL	401	Introduction to Research	3
BIOL	410	Biology Seminar I	1
BIOL	411	Science Seminar	1
BIOL	420	Senior Research	3
BIOL	430	Epidemiology & Biostatistics	3
BIOL	432	Environmental Toxicology and Lab	4
BIOL	442	Genetics and Lab	4
<b>Total Major Courses</b>			<b>35</b>

### **Supporting Courses\***

CHEM	142	General Chemistry and Lab	4
CHEM	241	Analytical Chemistry and Lab	4
CHEM	331	Instrumental Analysis and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4
CHEM	344	Biochemistry I and Lab	4
CIS	240	Microcomputer Appl.	3
IHS	100	Environmental Health and Lab	4
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
PHYS	241	General Physics I and Lab	4
PHYS	242	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>46</b>

## **GRAND TOTAL BIOLOGY - ENVIRONMENTAL MAJOR 127**

*\*These courses must be passed with a grade of "C" or better*

## Pre-Medicine Major

The following requirements must be met in order to earn a Bachelor of Science degree in Pre-Medicine.

			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
BIOL	134	Principles of Biology II and Lab	4
BIOL	241	Comparative Vert. Anatomy and Lab	4
BIOL	242	Comparative Vert. Embry and Lab	4
BIOL	310	Cell Biology and Lab	4
BIOL	311	Premedical Seminar I	1
BIOL	312	Premedical Seminar II	1
BIOL	332	Microbiology and Lab	4
BIOL	342	General Physiology and Lab	4
BIOL	401	Introduction to Research	3
BIOL	422	Histology and Lab	4
BIOL	430	Epidemiology & Biostatistics	3
BIOL	433	Immunology	3
BIOL	442	Genetics and Lab	4
<b>Total Major Courses</b>			<b>43</b>
<b>Supporting Courses*</b>			
CHEM	142	General Chemistry and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4
CHEM	344	Biochemistry I and Lab	4
CHEM	345	Biochemistry II and Lab	4
CIS	240	Microcomputer Appl.	3
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
PHYS	241	General Physics I and Lab	4
PHYS	242	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>38</b>
<b>GRAND TOTAL PRE-MEDICINE MAJOR</b>			<b>127</b>

*\*These courses must be passed with a grade of "C" or better*



## DEPARTMENT OF CHEMISTRY AND INDUSTRIAL HYGIENE

The mission of the Department of Chemistry and Industrial Hygiene is to sustain a learning community in which students can prepare academically, socially, and spiritually for leadership in a complex, diverse and rapidly changing world. To fulfill the mission, the faculty fosters scholarship and creativity through varied approaches to teaching and learning. The Department of Chemistry and Industrial Hygiene offers two comprehensive majors seeking to prepare students to become professional chemists and professional industrial hygienists and safety professionals. Instruction is provided for those wishing to enter the profession upon completion of the Baccalaureate degree and those wishing to pursue an advanced degree. Support is provided for those whose major is mathematics, and biology. In addition, the Department offers physical science and environmental health courses for those seeking a fundamental level of scientific literacy. Objectives of the Department of Chemistry and Industrial Hygiene are:

- To provide students with comprehensive course work in chemistry and industrial hygiene leading to the Baccalaureate degree;
- To provide students with a strong foundation in chemistry and industrial hygiene in preparation for graduate study;
- To provide students with a theoretical as well as practical learning experience;
- To provide students with actual working experiences through participation in professional internship programs, community outreach programs, and/or field trips;
- To provide students with course work necessary for them to pursue careers in industry, medicine, pharmacy, and environmental sciences; and
- To provide students with science course work in physical science and environmental health that fulfills College General Education Requirements.

### Chemistry Major

The following requirements must be met in order to earn a Bachelor of Science degree in Chemistry.

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
CHEM	142	General Chemistry II and Lab	4
CHEM	241	Analytical Chemistry and Lab	4
CHEM	331	Instrumental Analysis and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4
CHEM	344	Biochemistry I and Lab	4
CHEM	345	Biochemistry II and Lab	4
CHEM	431	Senior Research	3
CHEM	441	Physical Chemistry I and Lab	4
CHEM	442	Physical Chemistry II and Lab	4
CHEM	444	Inorganic Chemistry and Lab (or Biol)	4
<b>Total Major Courses</b>			<b>43</b>

**Supporting Courses\***

BIOL	401	Introduction to Research	3
CIS	240	Microcomputer Appl. I	3
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
MATH	232	Calculus II	4
MATH	331	Calculus III	4
MATH	338	Differential Equations	3
MATH	433	Probability and Statistics	3
PHYS	243	General Physics I and Lab	4
PHYS	244	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>35</b>

**GRAND TOTAL CHEMISTRY MAJOR****124**

*\*These courses must be passed with a grade of "C" or better*

**Industrial Hygiene and Safety Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Industrial Hygiene and Safety.

			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
IHS	100	Environmental Health and Lab	4
IHS	231	Introduction to Occupational Safety	3
IHS	241	Fund of Industrial Hygiene-Chemical/Biological Stressors	3
IHS	242	Legal Aspects of Occupational Safety/Health	2
IHS	244	Fund of Industrial Hygiene-Physical Stressors	3
IHS	250	Industrial Hygiene Measurements	4
IHS	323	Industrial Hygiene Toxicology	3
IHS	331	Quantitative Industrial Hygiene	3
IHS	341	Professional Internship	4
IHS	444	Control Methods in Industrial Hygiene and Lab	3
IHS	480	Special Topics	3
<b>Total Major Courses</b>			<b>35</b>

**Supporting Courses\***

BIOL	134	Principles of Biology II and Lab	4
BIOL	241	Comparative Vertebrate Anatomy and Lab	4
BIOL	342	General Physiology and Lab	4
BIOL	430	Epidemiology and Biostatistics	3
CHEM	142	General Chemistry II and Lab	4
CHEM	241	Analytical Chemistry and Lab	4
CHEM	341	Organic Chemistry I and Lab	4
CHEM	342	Organic Chemistry II and Lab	4

CIS	240	Microcomputer Appl. I	3
MATH	133	Trigonometry	3
MATH	231	Calculus I	4
PHYS	243	General Physics I and Lab	4
PHYS	244	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>49</b>

**GRAND TOTAL INDUSTRIAL HYGIENE AND SAFETY MAJOR 130**

*\*These courses must be passed with a grade of "C" or better*

## DEPARTMENT OF MATHEMATICS

The Department of Mathematics offers degrees in mathematics and industrial mathematics. The mission of the department is to train students to adapt to the rapidly changing, diverse, and complex world. Students will receive training in analytical skills, with the help of information technology. The department also provides supporting courses to the science division and the general education program. Objectives of the Department of Mathematics are:

- To develop quantitative, analytical and problem-solving skills;
- To prepare students for entry level jobs in the industry; and
- To prepare students in pre-engineering to successfully obtain admission to engineering degree programs and/or pursue other graduate/professional programs.

Industrial Mathematics majors who decide to pursue a minor are recommended to choose computer science, computer information systems, biology, chemistry, industrial hygiene and safety, and/or economics. The elective(s) requirement within the Industrial Mathematics majors can be satisfied either by completing a minor or by successfully completing 9 credit hours from the following courses:

MATH	174	Discrete Mathematics	3 hours
MATH	230	Introduction to Logic	3 hours
MATH	425	Math Seminar	2 hours
BIOL	411	Science Seminar	1 hour
CIS	250	Web Page Design	3 hours
or			
CIS or CSC	300 or 400 level Course		

## Mathematics Major

The following requirements must be met in order to earn a Bachelor of Science degree in Mathematics.

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
MATH	133	Trigonometry	3
MATH	174	Discrete Math	3
MATH	201	Introduction to Statistics	3
MATH	230	Introduction to Logic	3
MATH	231	Calculus I	4
MATH	232	Calculus II	4
MATH	331	Calculus III	4
MATH	332	Intro to Analysis	3
MATH	334	Modern Algebra	3
MATH	335	Modern Geometry	3
MATH	337	Linear Algebra	3
MATH	338	Differential Equations	3
MATH	425	Math Seminar	2
MATH	433	Probability & Statistics	3
MATH	435	Statistical Inference	3
MATH	495	Senior Math Research I	3
MATH	496	Senior Math Research II	3
<b>Total Major Courses</b>			<b>53</b>
<b>Supporting Courses*</b>			
CIS	240	Microcomputer Appl. I	3
CSC	250	Intro. To Web Design	3
CSC	305	Programming in C	3
CSC	404	Data Structures	3
ENGL	290	Business and Technical Writing	3
PHYS	243	General Physics I and Lab	4
PHYS	244	General Physics II and Lab	4
PHYS	245	General Physics III	3
<b>Total Supporting Courses</b>			<b>26</b>
<b>GRAND TOTAL MATHEMATICS MAJOR</b>			<b>125</b>

*\*These courses must be passed with a grade of "C" or better.*

## Industrial Mathematics Major

The following requirements must be met in order to earn a Bachelor of Science degree in Industrial Mathematics.

			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
MATH	133	Trigonometry	3
MATH	201	Intro. to Statistics	3
MATH	231	Calculus I	4
MATH	232	Calculus II	4
MATH	331	Calculus III	4
MATH	332	Introduction to Analysis	3
MATH	334	Modern Algebra	3
MATH	335	Modern Geometry	3
MATH	337	Linear Algebra	3
MATH	338	Differential Equations	3
MATH	433	Probability & Statistics	3
MATH	435	Statistical Inference	3
MATH	450	Special Topics	3
MATH	495	Senior Math Research I	3
MATH	496	Senior Math Research II	3
MATH		Science Elective or Math	9
<b>Total Major Courses</b>			<b>57</b>
<b>Supporting Courses*</b>			
ACCT	234	Financial Accounting	3
ACCT	235	Man. Cost. Accounting	3
CIS	240	Microcomputer Appl. I	3
ECON	235	Principles of Microeconomics	3
ECON	236	Principles of Macroeconomics	3
PHYS	243	General Physics I and Lab	4
PHYS	244	General Physics II and Lab	4
<b>Total Supporting Courses</b>			<b>23</b>
<b>GRAND TOTAL INDUSTRIAL MATHEMATICS MAJOR</b>			<b>126</b>

*\*These courses must be passed with a grade of "C" or better.*



# Division of Urban, Social and International Studies

## **Mission**

The mission of the Division of Urban, Social, and International Studies is to motivate, equip and develop students to become globally attuned, socially aware, and cosmopolitan in outlook to integrate the 21st Century technology with human compassion; to bring about positive change in the world; and to prepare students for graduate and professional studies.

Within the scope of the mission, the Division will provide a meaningful and challenging academic experience for students preparing to embark upon careers in Criminal Justice, French and Spanish, International Business, Political Science/Pre-law, Psychology, Sociology, and Community Economic Development. Goals of the Urban, Social and International Studies Division are to:

- Provide courses that prepare students seeking degrees in foreign language, International Business, Political Science/Pre-law, Psychology, Sociology, and Community Economic Development;
- Encourage student appreciation of the world's natural and cultural diversity;
- Help students understand education as a life-long process that is unfinished at the college level;
- Emphasize to students the necessity for a world view of values, differences, and diversity;
- Promote community improvement through direct student participation in various activities among diverse people;
- Assist students in recognizing their own, as well as others', intellectual and human potential;
- Strengthen student character by providing rigorous but surmountable analytical, interpretive, and critical intellectual challenges;
- Promote student intellectual and professional development through the use of library published materials unrelated to textbooks;
- Encourage students to become teachers as mentors with whomever they come in contact in life; and
- Promote student ethical and moral behavior.

Saint Augustine's College offers myriad opportunities for students to participate in clubs of their interest. The Division of Urban, Social, and International Studies majors who are eligible, are encouraged to join one or more of the following:

## **Clubs**

- Sociology Club
- Psychology Club
- Criminal Justice Club
- Political Science Club
- International Studies Club
- The Psychological Information Technology Society (PITS)

**Honor Societies**

Saint Augustine’s College Honor societies promote high academic achievement, leadership, and high moral character.

- **Phi Eta Sigma National Honor Society**  
(Open to all freshmen with a cumulative grade point average of 3.5 in any semester of their freshman year. The society encourages a higher standard of learning and encourages high scholastic attainment among freshmen in institutions of higher learning.)
- **Alpha Kappa Mu National Honor Society**  
(Open to all majors. Membership is based upon character, leadership, and a cumulative scholastic average of 3.3.)
- **Alpha Kappa Delta International Sociological Honor Society**  
(Open to Sociology majors who manifest potential leadership and have a cumulative scholastic average of 3.1.)
- **Sigma Rho Sigma National Social Science Honor Society**  
(Open to social science majors. Membership is based on character, leadership, and a cumulative average of 3.0 in the Social Sciences.)

**Activities for Fall and Spring Semester**

Open House	International Day
UN Conference	Graduate Recruiting
Carolina’s Conference	Foreign Language Awareness Day
Southern Regional Conference	Psychological Research Laboratory One
Monthly GRE Preparation	“Minds on a Rise” Spring Research
Workshops	Symposium
The Carolina’s Psychology Conference	

**Community Economic Development Curriculum**

**Mission**

The mission of the Community Economic Development (CED) major is to provide instruction and field training experiences to students interested in careers in community development, neighborhood restoration, and asset building in poor and disadvantaged communities. The focus of the CED major include the history, theory and philosophy of urban and rural renewals. Students are expected to acquire the knowledge and demonstrate the ability to identify and develop human as well as economic capital within disadvantaged communities. Students who successfully complete the academic and field training requirements will be awarded a Bachelor of Science (BS) degree.

**Goals**

- The successful CED major will demonstrate knowledge of the history and philosophy of community-based organizations, community development, and asset building;

- The successful CED major will be able to identify the essential services and functions of at least five types of community-based organizations;
- The successful CED major will acquire professional experience in community development and asset building by participating in Internships, hands-on training and in ongoing neighborhood revitalization projects sponsored by Community Development Corporations (CDC), social agencies, or other community-based organizations;
- The successful CED major will demonstrate knowledge of the relationship between community based organizations, including Community Development Corporations (CDC), and relevant city, state and national government agencies in creating economic development;
- The successful CED major will demonstrate the ability to develop a basic real estate finance plan and to identify the roles that real estate financing has in community economic development;
- The successful CED major will demonstrate knowledge of theories of management of personnel and utilization of other resources in community-based organizations; and
- The successful CED major will be able to identify leaders within urban and rural communities as well as demonstrate knowledge of how community leadership becomes institutionalized.

In order to graduate with a Bachelor’s Degree in Community Economic Development a student must complete a total of 125 credits including: thirty-one (31) credits of Community Economic Development (CED) requirements, twenty-four (24) credits of required courses in the Social Sciences, twenty-four (24) credits required in the Division of Business, and forty-six (46) credits of General Education Requirements. The distribution of requirements is outlined below.

**Community Economic Development Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Community Economic Development.

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses *</b>			
CED	201	History and Philosophy of Community Economic Development	3
CED	203	Community Based Organizations	3
CED	301	Organizational Development and Leadership	3
CED	320	Community-Based Housing Development	3
CED	351	Community Needs Analysis	3
CED	352	Community Economic Development	3
CED	430	Negotiations and Conflict Resolution	3
CED	440	Financial Deal Structuring	3
CED	450	Community-Based Housing Analysis and Finance	3
CED	491	Field Experience Practicum	2
CED	492	Field Experience Practicum	2
<b>Total Major Courses</b>			<b>31</b>

**Supporting Courses\***

ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Accounting	3
BUS	336	Business Law I	3
BUS	350	Principles of Finance	3
BUS	355	Principles of Real Estate	3
BUS	356	Principles of Real Estate Finance	3
CIS	240	Microcomputer Software Applications	3
ECON	235	Principles of Microeconomics	3
PLPS	233	State & Local Government	3
PLPS	340	Urban Politics	3
PLPS	442	Public Administration	3
SOC	132	Intro to Sociology	3
SOC	231	Modern Social Problems	3
SOC	235	Urban Sociology	3
SOC	443	Community Organization	3
SOC	451	Social Statistics	3

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<b>Total Supporting Courses</b>			<b>48</b>
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<b>GRAND TOTAL COMMUNITY ECONOMIC DEVELOPMENT MAJOR</b>	<b>125</b>
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*\*These courses must be passed with a grade of "C" or better.*

**Criminal Justice Major****Mission**

The mission of our program is to provide students with an understanding of the criminal justice process, its agencies, personnel and historical foundation. The program prepares students for a career within the criminal justice system and for graduate studies upon graduation.

**Goals**

- To prepare students for careers in criminal justice and graduate studies;
- To enlighten students on law enforcement, corrections and the operation of the court system;
- To help students secure internships within the criminal justice system, where practical knowledge can be gained that will enhance employment upon graduation; and
- To provide students with the intellectual framework for understanding different contemporary issues, such as crime and juvenile delinquency.

## **Criminal Justice Major**

The following requirements must be met in order to earn a Bachelor of Science degree in Criminal Justice.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
CJ	102	Criminal Procedure	3
CJ	235	Law Enforcement	3
CJ	300	Intro to Corrections	3
CJ	304	Criminal Justice Research	3
CJ	307	Internship I	3
CJ	308	Internship II	3
CJ	401	Criminal Law	3
CJ	406	Criminal Court System	3
CJ	412	Correctional Management	3
CJ	420	Criminal Justice Seminar	4
CJ		Elective (required)	3
CJ		Elective (required)	3
CJ		Elective (required)	3
SOC	322	Criminology	3
SOC	364	Social Science Research	3
SOC	442	Juvenile Delinquency	3
SOC	451	Social Statistics	3
<b>Total Major Courses</b>			<b>52</b>
<b>Divisional Core Requirements*</b>			
CIS	240	Microcomputer Software Appl	3
CJ	101	Intro to Criminal Justice	3
PSYCH	232	Intro to Psychology	3
PSYCH	200	Test Taking Strategies	3
FL	132	Foreign Language	3
PLPS	131	American National Government	3
PLPS	231	Intro to Political Science	3
SOC	132	Intro to Sociology	3
SOC	231	Modern Social Problems	3
<b>Total Divisional Core Requirements</b>			<b>27</b>
<b>GRAND TOTAL CRIMINAL JUSTICE MAJOR</b>			<b>125</b>

*\*These courses must be passed with a grade of "C" or better.*



MODERN FOREIGN LANGUAGES

Mission

The mission of the program is to provide students with the necessary course content to fulfill the major requirements for the General Education Program, for a minor and for a major course of study in one of the foreign languages. The Foreign Language Program focuses on teaching the language and cultures of the countries in which the particular foreign language is spoken as a means of exposing the students to other cultures and peoples of the world. This major includes the required course of literature and conversation needed to enhance a career in Foreign Affairs, International Business, Communications, Law, English, Education, Political Science, or other related professions. A major objective of the Foreign Language Program is that students should have a survival command of a language, broaden their outlook on life, and increase their interest and knowledge of the world in which they live.

Goals

Students completing the major in French will:

- Demonstrate the skills of standard spoken and written French in everyday life and business settings;
- Demonstrate a knowledge of the history, literatures, current affairs, and cultures Of France and some other French speaking countries; and
- Possess the skills necessary to pursue graduate study and/or gain employment that requires proficiency in French.

French Major

The following requirements must be met in order to earn a Bachelor of Arts degree in French.

			Hours
General Education Requirements			46
Major Courses*			
FREN	231	Intermediate French P1	3
FREN	232	Intermediate French P2	3
FREN	233	Business French P1	3
FREN	234	Business French	3
FREN	235	French Conversation P1	3
FREN	236	French Conversation P2	3
FREN	331	Survey of French Lit.	3
FREN	332	Survey of French Lit.	3
FREN	333	French Civilization	3
FREN	334	17th & 18th Cent. Lit. P1	3
FREN	335	17th & 18th Cent. Lit. P2	3
FREN	336	Black Writers in Fr. Lit.	3
FREN	338	19th Century Lit. P1	3
FREN	339	19th Century Lit. P2	3

FREN	401	20th Century Lit.	3
FREN	432	Senior Seminar	3
<b>Total Major Courses</b>			<b>48</b>
<b>Supporting Courses*</b>			
CIS	240	Microcomputer Software Applications I	3
FL		2nd FL Req./Div. Elective	3
FL		2nd FL Req./Div. Elective	3
FL		2nd FL Req./Div. Elective	3
FL		2nd FL Req./Div. Elect.	3
FL	132	Foreign Language/Adv. FL	3
Elective			3
Elective			3
Elective			3
Elective			3
Elective			3
<b>Total Supporting Courses</b>			<b>33</b>
<b>GRAND TOTAL FRENCH MAJOR</b>			<b>127</b>

*\*These courses must be passed with a grade of "C" or better.*

## Goals

Students completing the major in Spanish will:

- Demonstrate the skills of standard spoken and written Spanish in everyday life and business settings;
- Demonstrate a knowledge of the history, literature, current affairs, and cultures of Spain and other Spanish speaking countries; and
- Possess the skills necessary to pursue graduate study and/or gain employment that requires proficiency in Spanish.

## Spanish Major

The following requirements must be met in order to earn a Bachelor of Arts degree in Spanish.

<b>Courses</b>			<b>Hours</b>
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
SPAN	231	Intermediate Spanish	3
SPAN	232	Intermediate Spanish	3
SPAN	233	Business Spanish	3
SPAN	234	Business Spanish	3
SPAN	235	Spanish Conversation P1	3
SPAN	236	Spanish Conversation P2	3
SPAN	331	Survey of Spanish Lit.	3
SPAN	332	Survey of Spanish Lit.	3

SPAN	333	Spanish Civilization	3
SPAN	334	15th & 16th Cent. Lit. P1	3
SPAN	335	17th & 18th Cent. Lit. P2	3
SPAN	336	19th Century Lit. P1	3
SPAN	338	Spanish Amer. Lit.	3
SPAN	339	Spanish Amer. Lit.	3
SPAN	401	20th Century Lit.	3
SPAN	431	Senior Seminar/or 401	3

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<b>Total Major Courses</b>			<b>48</b>
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### **Supporting Courses\***

CIS	240	Microcomputer Software Applications I	3
FL		2nd FL Req./Div. Elective	3
FL		2nd FL Req./Div. Elective	3
FL		2nd FL Req./Div. Elective	3
FL		2nd FL Req./Div. Elect.	3
FL	132	Foreign Language/Adv. FL	3
Elective			3
Elective			3
Elective			3
Elective			3
Elective			3

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<b>Total Supporting Courses</b>			<b>33</b>
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<b>GRAND TOTAL SPANISH MAJOR</b>	<b>127</b>
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*\*These courses must be passed with a grade of "C" or better.*

## **International Business Major**

### **Mission**

The International Business curriculum is designed to enhance the student's understanding of the contemporary world and its resources and problems. The curriculum will address America's National Education goal calling for all Americans to possess the knowledge and skills necessary to compete in a global economy. The curriculum is interdisciplinary with the Foreign Languages, Political Science, and Business departments.

### **Goals**

- Enable students to broaden and refine their knowledge of international trade, marketing, economic policy, and finance, and of the problems of the modern economic world;
- Develop advanced skills in foreign languages for conversational use and analysis of business documents, along with a strong understanding and awareness of diverse cultures;
- Enable students to broaden their knowledge of public affairs, geography, and politics from a global perspective; and
- Provide a foundation for graduate studies.

## International Business Major

The following requirements must be met in order to earn a Bachelor of Science degree in International Business.

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
ACCT	234	Financial Accounting	3
ACCT	235	Managerial Cost Acct.	3
BUS	251	Principles of Marketing	3
BUS	252	Principles of Mgmt.	3
BUS	350	Finance	3
BUS	446	Statistical Concepts	
Or			
SOC	364	Social Statistics	3
CIS	240	Microcomputer Applic. I	3
ECON	235	Principles of Econ.	3
ECON	236	Principles of Economics	3
PLPS	337	International Relations	3
INTBUS	360	International Trade	3
INTBUS	448	Intern. Bus. Law	3
INTBUS	451	International Business	3
INTBUS	487	Intern. Marketing	3
INTBUS	490	Special Topics	
Or			
PLPS	444	Senior Seminar	3
INTBU		Study Abroad (12)	
Or			
		Internship	6
GEO	332	Regional Geography	3
FL		Business Foreign Lang.	3
FL		Foreign Lang./Conv.	3
FL		Business Foreign Lang	3
FL	132	Foreign Language/Adv. FL	3
<b>Total Major Courses</b>			<b>66</b>
<b>Electives*</b>			
Elective			3
Elective			3
Elective			3
Elective			3
<b>Total Electives</b>			<b>12</b>
<b>GRAND TOTAL INTERNATIONAL BUSINESS MAJOR</b>			<b>124</b>

\*These courses must be passed with a grade of "C" or better.

## **Political Science Major**

### **Mission**

The mission of the program is to provide major and minor course offerings and other services to students to prepare them for International, political science (public affairs), and legal careers. Other services include providing learning experiences that prepare students to advance into graduate and professional programs. Students majoring or minoring in the program will acquire the skills necessary to grow as independent thinkers, political analysts, and global citizens.

### **Goals:**

#### **TO ENHANCE:**

- Critical thinking skills

#### **TO IMPROVE:**

- Basic test-taking skills;
- Written communications skills;
- Oral communications skills;
- Reading comprehension skills;

#### **TO DEVELOP:**

- Logical reasoning skills;
- Analytical and statistical skills;
- Computer proficiency skills;
- Research (quantitative/qualitative); and\
- Foreign language skills.

### **Program-Centered Goals**

#### **TO INCREASE:**

- Internship opportunities in law and government;
- Graduate placement rates to graduate and professional schools;
- Multicultural content across major, elective and minor course offerings; and
- Interdisciplinary relationships with other programs and departments.

#### **TO EXPAND:**

- Scholarship opportunities for majors;

#### **TO IMPROVE:**

- Graduate placement rates into political science and international careers;
- Student performance on the Graduate Record Examination (GRE) and Political Science Subject Tests; and
- Student performance on the Law School Admissions Test (LSAT).



## Political Science Major

The following requirements must be met in order to earn a Bachelor of Science degree in Political Science.

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
PLPS	131	American National Govt. from a Global Perspective	3
PLPS	133	Political Ideologies	3
PLPS	231	Intro to Political Science	3
PLPS	232	Civil Rights Politics	3
PLPS	233	American State/Local Govt.	3
PLPS	235	American Executive Proc	3
PLPS	307	Pol Science Internship	3
PLPS	308	Pol Science Internship	3
PLPS	331	Amer Legislative Proc	3
PLPS	332	Comparative Politics	3
PLPS	333	American Judicial Process	3
PLPS	335	Constitutional Law	3
PLPS	336	Pol/Govt. of Dev States	3
PLPS	337	International Relations	3
PLPS	441	Quan Anal/Stat Comp	3
PLPS	442	Public Administration	3
PLPS	444	Senior Seminar	3
<b>Total Major Courses</b>			<b>51</b>
<b>Supporting Courses*</b>			
CIS	240	Microcomputer Software Appl	3
ECON	235	Principles of Econ I	3
FL	132	Adv Foreign Language	3
FL	231	Foreign Language	3
FL	232	Foreign Language	3
GEO	332	Regional Geography	3
SOC	132	Intro to Sociology	3
SOC	364	Social Science Research	3
Elective		Elective	3
Elective		Elective	3
Elective		Elective	3
<b>Total Supportive Courses</b>			<b>33</b>
<b>GRAND TOTAL POLITICAL SCIENCE MAJOR</b>			<b>130</b>

*\*These courses must be passed with a grade of "C" or better.*

# Psychology Major

## Mission

The mission of our program is to help students develop a grasp of fundamental concepts in psychology; lay a foundation for the lifelong renewal of knowledge; gain a mature understanding of themselves; and, most importantly, to form a deep appreciation of the interrelationships among basic knowledge, technological advance, and human need. The program is oriented with an emphasis on innovative instruction, pragmatic research experiences and the direct application of the scientific approach to real world problems.

## Goals

The program’s curriculum is grounded in inquiry based learning and encourages students to grasp significant principles and concepts, develop important meta-cognitive skills, and cultivate the ability to develop knowledge with others and transfer the knowledge to a wide audience. It promotes the development of lifelong learning skills, creative problem-solving, self-directed learning, and knowledge creation.

## Psychology Major

The following requirements must be met in order to earn a Bachelor of Arts degree in Psychology.

Courses			Hours
General Education Requirements			46
Major Courses*			
PSYCH	200	Test Taking Strategies	3
PSYCH	232	Intro to Psychology	3
SOC	234	Social Psychology	3
PSYCH	324	Intro to Statistics	3
PSYCH	325	Research Methods	3
PSYCH	330	Development I	3
PSYCH	331	Development II	3
PSYCH	333	Personality Assessment	3
PSYCH	335	Abnormal Psychology	3
PSYCH	336	Sensation/Perception	3
PSYCH	339	Theories of Learning	3
PSYCH	400	History and System	3
PSYCH	433	Psychology of Testing	3
PSYCH	470	Senior Seminar	3
PSYCH	475	Cognitive Psychology	3
Total Major Courses			45

<b>Supporting Courses*</b>			
CIS	240	Microcomputer Software	3
EDUCA		Elective	3
MATH	230	Introduction to Logic	3
PE	241	Human Anat/Phys	4
SOC	132	Intro to Sociology	3
SOC	231-5	Sociology	3
SOC	234	Social Psychology	3
Elective		Elective	3
Elective		Elective	3
Elective		Elective	3
<b>Total Supportive Courses</b>			<b>31</b>
<b>GRAND TOTAL PSYCHOLOGY MAJOR</b>			<b>122</b>

*\*These courses must be passed with a grade of "C" or better.*

### Sociology Major

#### Mission

The mission of the program is to acquaint students with the forces and principles of human society and how they affect individuals, social groups and diverse cultures, to help students understand contemporary social problems; to provide a useful background for diverse career fields; and to prepare students for entry into graduate studies.

#### Goals

Students will be able to:

- provide a mature theoretical framework for understanding the changing contemporary society and the place of the individual in the society;
- introduce students to a broad spectrum of sociological knowledge, including its perspectives, its history and its applications;
- present sociology in a systematic and scholarly manner, while offering the maximum social insight and self-understanding;
- prepare students planning to enter such professional fields as counseling, social work, public welfare and private business;
- offer the basic intellectual foundation for students who plan to enter graduate school in sociology; and
- provide the essential intellectual training for students who aspire to advanced careers in social work.

## Sociology Major

The following requirements must be met in order to earn a Bachelor of Arts degree in Sociology.

Courses			Hours
<b>General Education Requirements</b>			<b>46</b>
<b>Major Courses*</b>			
SOC	132	Intro to Sociology	3
SOC	231	Mod. Soc.Prob	3
SOC	232	Contemp. Fam. Life	3
SOC	233	Cult. Anthropology	3
SOC	234	Social Psychology	3
SOC	235	Urban Sociology	3
SOC	327	Race Relations	3
SOC	331	Intro. Soc. Welfare	3
SOC	335	Sociology Theory	3
SOC	364	Soc. Sci. Research	3
SOC	436	Field Experience	3
SOC	442	Juv. Delinquency	3
SOC	443	Community Org.	3
SOC	451	Social Statistics	3
<b>Total Major Courses</b>			<b>42</b>
<b>Supporting Courses*</b>			
CIS	240	Microcomputer Software	3
CJ	101	Intro. To Crim. Justice	3
CJ	235	Law Enforcement	3
ECON	235	Principles of Microeconomics	3
FL	132	Foreign Language	3
HIST	231	American History	3
PLPS	131	Amer. Nat. Government	3
PLPS	231	Intro. To Political Sci.	3
PSYCH	232	General Psychology	3
Elective			3
Elective			3
Elective			3
<b>Total Supporting Courses</b>			<b>36</b>
<b>GRAND TOTAL SOCIOLOGY MAJOR</b>			<b>124</b>

*\*These courses must be passed with a grade of "C" or better.*

# Course Descriptions

**ACCT 234 FINANCIAL ACCOUNTING.** An introduction to generally accepted accounting principles and practices, with particular emphasis on the composition and meaning of financial statements. (3)

**ACCT 235 MANAGERIAL COST ACCOUNTING.** The study of job-order costing, process costing, activity-based costing, cost behavior, cost-volume-profit relationships, variable costing, and profit planning. Prerequisite: ACCT 234. (3)

**ACCT 325 INTERMEDIATE ACCOUNTING I.** The study of the conceptual framework of financial accounting and application of professional standards. In-depth analysis of valuation alternatives and their effects on income measurement. Prerequisite: ACCT 234. (3)

**ACCT 326 INTERMEDIATE ACCOUNTING II.** A continuation of ACCT 325. A study of accounting theory and techniques underlying the determination of contents and valuation of accounts for the financial statements of a going concern. Prerequisite: ACCT 325. (3)

**ACCT 333 TAX ACCOUNTING I.** Introduction to federal taxation and the basic concepts and applications of federal tax law as they apply to individuals. Prerequisite: ACCT 234. (3)

**ACCT 334 TAX ACCOUNTING II.** The study of federal taxation and the basic concepts and applications of federal corporate and partnership tax laws. Included is coverage of gift and estate planning. Prerequisite: ACCT 333. (3)

**ACCT 335 ADVANCED MANAGERIAL COST ACCOUNTING.** The study of standard costs, flexible budgets, segment reporting, profitability analysis, relevant costs, capital budgeting, investment decisions, service department costing, cash flows, and financial statement analysis. Prerequisite: ACCT 235. (3)

**ACCT 441 ADVANCED ACCOUNTING.** The study of accounting for business combinations, consolidated statements, branch operations, foreign operations, partnerships, governmental accounting, and current trends in financial reporting. Prerequisite: ACCT 326. (3)

**ACCT 444 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING.** The study of theory and application of accounting within governmental and not-for-profit entities. Prerequisite: ACCT 235. (3)

**ACCT 445 ACCOUNTING SYSTEMS.** The study of current techniques in processing and utilizing accounting data for information systems, with emphasis on the use of computers for internal control and reporting. Prerequisites: ACCT 326 and CIS 240. (3)



**ACCT 471 AUDITING.** The study of the conceptual and practical aspects of the examination of financial statements by independent accountants within the framework of generally accepted accounting principles and generally accepted auditing standards. Appropriate attention is also given to the objectives and distinguishing characteristics of internal and operational auditing, to EDP auditing, and to the importance and relevance of the Code of Professional Conduct. Prerequisite: ACCT 441. (3)

**ART 100 2-D DESIGN.** An introduction to the elements and principles of design as applied to two-dimensions. This course will use computers to assist students in defining and solving design intensive problems. Prerequisite: Art major or administrative approval. Fee required. (3)

**ART 101 3-D DESIGN.** Introduction of the elements and principles of design as applied to three-dimensions. This course will use computers to assist students in defining and solving design intensive problems. Prerequisite: Art major or administrative approval. Fee required. (3)

**ART 102 MATERIALS AND METHODS.** Experimentation in studio techniques particular to traditional and contemporary art making. Emphasis on proper use of art related material. Prerequisite: Art major or administrative approval. Fee required. (3)

**ART 103 THE DIMENSIONS OF ART.** An introduction to the various ways of perceiving, critiquing, discussing, and analyzing art. Students will experiment in studio techniques including traditionally accepted elements and explore the implications of 20th Century media (film, computer, multimedia). Prerequisite: Art major or administrative approval. (3)

**ART 130 ART APPRECIATION.** An introduction to the study of art. Basic qualities of various forms of artistic expression are explained. Emphasis is placed on the applications of art principles in everyday life. Fee required. (3)

**ART 131 INTRODUCTION TO DRAWING.** An introduction to drawing in various media and exploring the elements of drawing from the perspective of visual and coordination aspects. Prerequisite: ART 100, 101, or administrative approval. Fee required. (3)

**ART 132 COLOR AND DESIGN.** The study of surface, form, and color problems offering opportunity for experimentation through creative exercises. Theories and concepts of two- and three-dimensional elements and principles governing composition, materials and techniques are explored. Fee required. (3).

**ART 143 INTRODUCTION TO PAINTING.** An introduction to painting from the standpoint of technique which includes the study of visual evaluation and the design principles in painting. Students are introduced to image manipulation using computer painting skills. Prerequisites: ART 100, 101, 131 or administrative approval. Fee required. (3)

**ART 232 INTRODUCTION TO CERAMICS.** Introduction to total ceramic process—emphasis on sculpture and hand-building. Prerequisite: Art major or administrative approval. Fee required. (3)

**ART 233 MODERN ART.** A study of contemporary art during the late 18th through 20th centuries. (3)

**ART 234 SURVEY IN PRINT MAKING.** Investigation of traditional and experimental methods in print making. Studio problems in woodcutting, cardboard printing, block printing, etc. Fee required. (3)

**ART 235 INTRODUCTION TO SCULPTURE.** A survey of the methods, materials, and styles of sculpture. Emphasis will be on additive and subtractive techniques. Prerequisite: Art major or administrative approval. Fee required (3)

**ART 237 PAINTING II.** A continuation of ART 143 (Introduction to Painting). Prerequisite: ART 143. (3)

**ART 238 MODERN ABSTRACT PAINTING.** Personal directions in contemporary painting with emphasis on issues concerning the post-modern artist. Individual and group criticism. Prerequisite: ART 100, 101, 102, 143, or administrative approval. Fee required. (3)

**ART 241 LIFE DRAWING.** Introduction to drawing human figures using various media. Prerequisite: ART 100, 101, 131, or administrative approval. Fee required. (3)

**ART 325 GRAPHICS I.** The study of creative layout and design for advertising and publication with emphasis on desktop publishing. Prerequisite: ART 100, 101, 102, 131, or administrative approval. Fee required. (3)

**ART 326 ILLUSTRATION.** Explores the aesthetic issues related to various forms of image making for illustrators with emphasis on media and technique. Students will develop a professional illustration portfolio. Includes an introduction to computer illustration. Prerequisite: ART 100, 101, 102, 131, or administrative approval. Fee required. (3)

**ART 327 GRAPHICS II.** A study of images with emphasis on contemporary applications. An introduction to designing with type via the computer is included. Emphasis is placed on informational and aesthetic concerns in the design field. Fee required. (3)

**ART 330 SCULPTURE II.** A continuation of ART 235 (Introduction to Sculpture). Prerequisite: ART 235 or administrative approval). Fee required. (3)

**ART 331-332 SURVEY OF ART HISTORY I AND II.** An introduction to ancient art, The Middle East, Egyptian, Greek and Roman, Early Christian, Renaissance, and Baroque through contemporary. (3)

**ART 334 AFRICAN-AMERICAN ART HISTORY.** A historical study of art by African-American artists from ancient times to the present with emphasis on painting, architecture, and sculpture. (3)

**ART 335 ART OF THE HARLEM RENAISSANCE.** A study of painting, architecture, and sculpture in Harlem from 1920 to 1950. Spring (3)

**ART 336-337 SURVEY IN CRAFT I AND II.** Materials, tools, and processes used as a craft activities in early childhood education and the elementary and junior high schools. Recreation, paper craft creative design, introduction to weaving and basketry, fabrics, looms, macrame, wood, and clay. Fall and/or Spring. Fee required. (3)

**ART 338 ART OF THE ITALIAN RENAISSANCE.** A historical study of painting, architecture, and sculpture in Italy from 1300 to 1500. (3)

**ART 347 WATER COLOR PAINTING.** Experimental exploration of wash, transparent water color, and opaque water color, their possibilities and limitations, with special techniques and pictorial problems. Elective. Fee required. (3)

**ART 363 PAINTING III.** A continuation of ART 236. Prerequisite: ART 237. Fee required. (3)

**ART 410 ADVANCE PAINTING.** The development of individual concepts in painting emphasizing technical and aesthetic problems in contemporary painting. Fee required. (3)

**ART 411 SENIOR STUDIO.** Focus on the development of individual concepts in painting. Students are encouraged to experiment and explore assigned problems. Emphasis is given to individual analysis and discussion of work. Prerequisite: Senior Standing. Fee required. (2)

**ART 412 SENIOR EXHIBITION.** Focus on the development of a professional portfolio and the execution of a senior exhibition. Prerequisite: Senior Standing. Fee required. (1)

**ART 413 INTERNSHIP.** An internship program that permits students to obtain experiential opportunities in their field of study. Students are placed by the instructor in museums, galleries, and design firms in the Raleigh area. Prerequisite: Senior Standing. (3)

**ART 431 FUNDAMENTALS OF PHOTOGRAPHY.** Emphasis upon the development of a sensitive photographic eye, and upon photography as an art form. Basic techniques include film making, enlarging, photo gram, pin hole camera, etc. A good camera required. Fee required. (3)

**ART 435 ADVANCED SCULPTURE.** Concentrated studio pursuit and development of a strong personal aesthetic sculptural statement; individual instruction and group criticism of work. Prerequisite: ART 100, 101, 102, 131, and 235. Fee required. (3)

**ART 460 GRAPHICS III.** A course for art majors with emphasis on observation and guidance of independent problem solving in graphic design. Prerequisite: ART 100,101, 102 131, 325, and 327. Fee required. (3)

**ART 490 GRAPHICS IV.** A course for art majors with emphasis on independent problem solving in graphic design. Prerequisites: ART 100,101, 102 131, 325, 327, and 460. Fee required. (3)

**BIOL 131 FUNDAMENTALS OF BIOLOGY.** Considers the philosophy of science; the scientific method; the nature and organization of living matter; structure-function relationships; principles of development, growth, reproduction, and metabolism, the relationship of heredity and ecology to behavior; conservation, taxonomy, and evolution. (3)

**BIOL 131L FUNDAMENTALS OF BIOLOGY LABORATORY.** Laboratory work includes training in the use of the microscope; the study of various taxonomic groups, experiments in heredity, genetics, taxonomy, and physiology. Fee required. (2 hours per week) (1)

**BIOL 133 PRINCIPLES OF BIOLOGY I.** An introduction and exploration of the study of life from atoms to the cellular levels of organization. Emphasis is placed on structure and function of cells, evolution, molecular genetics and energy transformation. (3)

**BIOL 133L PRINCIPLES OF BIOLOGY I LABORATORY.** Laboratory investigations focused on cellular and molecular biology. Fee and Lab Jacket required. (3 hours per week) (1)

**BIOL 134 PRINCIPLES OF BIOLOGY II.** Emphasis is placed on the organism and higher levels of biological organization. Topics will include biodiversity, plants and animals form and function and ecology. Prerequisites: BIOL 133 and CHEM 141. (3)

**BIOL 134L PRINCIPLES OF BIOLOGY II LABORATORY.** Laboratory investigations focused on the organism. Plant and animal dissections will occur. Prerequisites: BIOL 133L, CHEM 141L. Fee and Lab Jacket required. (3 hours per week) (1)

**BIOL 141 INVERTEBRATE ZOOLOGY.** Emphasis is placed on the structure, evolution, and physiology of invertebrate animals, marine groups, Helminthes, and insects. Prerequisites: BIOL 134 and CHEM 142. (3)

**BIOL 141L INVERTEBRATE ZOOLOGY LABORATORY.** Laboratory emphasis will be placed on the identification and physiology of invertebrates. Prerequisites: BIOL 134L and CHEM 142L. Fee and Lab Jacket required. (3 hours per week) Fall (1)

**BIOL 142 GENERAL BOTANY.** Theories, principles, and concepts of plant life. Lectures concentrated on the basic structures, economic importance, physiological phenomena, and taxonomic survey of the plant kingdom. Prerequisites: BIOL 133 and CHEM 141. (3)

**BIOL 142L GENERAL BOTANY LABORATORY.** Study of the basic structure and taxonomic survey of the plant kingdom. Prerequisites: BIOL 133L and CHEM 141L. Fee and Lab Jacket required. (3 hours per week) (1)

**BIOL 201 GENERAL ECOLOGY.** Fundamental principles of ecology. Subject matter integrates various aspects of the following: plant and animal ecology, basic and applied ecology, empirical and theoretical ecology. The importance of evolutionary adaptations in ecological phenomenon is also emphasized. Prerequisites: BIOL142, CHEM 142 and MATH 133. (3)

**BIOL 201L GENERAL ECOLOGY LABORATORY.** The laboratory includes field trips and studies of local natural ecosystems. Prerequisites: BIOL 142L and CHEM 142L. Fee and Lab Jacket required. (3 hours per week) (1)

**BIOL 241 COMPARATIVE VERTEBRATE ANATOMY.** Morphology, systematic and phylogenetic relationships, with emphasis on the vertebrates. A consideration of various theories of evolution and the use of comparative anatomical evidence in support of organic evolution. Study of specimens from various vertebrate. Prerequisite: BIOL 134. (3)

**BIOL 241L COMPARATIVE VERTEBRATE ANATOMY LABORATORY.** The laboratory includes dissection and the study of specimens from various vertebrate classes. Prerequisite: BIOL 134L. Fee and Lab Jacket required. (4 hours per week) Fall (1)

**BIOL 242 COMPARATIVE EMBRYOLOGY OF THE VERTEBRATES.** An analytical study of biological development of selected vertebrates; an exploration of comparative genetic modeling, morphological differentiation, and systemic analysis for human application. Prerequisites: BIOL 241, CHEM 142, and MATH 133. (3)

**BIOL 242L COMPARATIVE EMBRYOLOGY OF THE VERTEBRATES LABORATORY.** A study of determinative development patterns of selected organism. laboratory activities involves studies of slides; living organisms, drawings, and electronic interactive materials on the internet. Prerequisites: BIOL 241L, CHEM 142L, and MATH 133. Fee and Long Lab Jacket required. (4 hours per week) (1)

**BIOL 310 CELL BIOLOGY.** A study of the structure and function of cells in microorganisms, plants, and animals. Emphasis is placed on ultra-structure, biochemistry, and physiology. Prerequisites: BIOL 242 and CHEM 344. (3)



**BIOL 310L CELL BIOLOGY LABORATORY.** Laboratory investigations focused on the study of cellular structures through the use of cell fractionation, microscopy and interactive electronic materials on the internet. Techniques used: staining, preparation and analysis of slides, microscopy, protein determination, and centrifugation. Prerequisites: BIOL 242L and CHEM 344L. Fee and Lab Jacket required. (1)

**BIOL 311 PREMEDICAL SEMINAR I.** An online course to learn medical language. a study of prefixes; suffixes; combining form-vowels; word roots to build medical terms. numerous self practice exercises are used to build, analyze; define; pronounce and spell medical terms. Prerequisites: BIOL 241, CHEM 341, and MATH 133. (1)

**BIOL 312 PREMEDICAL SEMINAR II.** An online course which applies the knowledge of BIOL 311 in learning diagnostic terms of diseases; diagnostic terms of procedures; and surgical techniques. Numerous practice exercises will assist retention of the medical language fast. Prerequisite: BIOL 311. (1)

**BIOL 332 MICROBIOLOGY.** A fundamental knowledge of microorganisms — specifically bacteria will be presented through a blend of basic and applied concepts. The basic biochemical, nutritional, metabolism, genetics, resistance, infections, physical-chemical control and chemotherapeutic agents will be explored. Prerequisites: BIOL 242, 310, 342; CHEM 342, 345; and MATH 133. (3)

**BIOL 332L MICROBIOLOGY LABORATORY.** A study of involving hands on learning through the application of microbiological techniques. Specifics for sterilization, media preparation, culturing, and staining, of microorganism for differentiation of pathogenic from non-pathogenic bacteria. Diagnostics through slide making for first hand visualization and analysis of techniques application. Prerequisites: BIOL 242L, 310L, 342L; CHEM 342L, 345L; and MATH 133. Long Laboratory Jacket. Fee required (4 hours per week) (1)

**BIOL 342 GENERAL PHYSIOLOGY.** Emphasis is placed on the relationship of cellular physiology to systematic functions. Prerequisites: BIOL 241; CHEM 344; MATH 133; and PHYS 242. (3)

**BIOL 342L GENERAL PHYSIOLOGY LABORATORY.** Laboratory work includes demonstrations and individual studies of various physiological phenomena, using appropriate equipment and living specimens. Prerequisites: BIOL 241L; CHEM 344L, MATH 133, and PHYS 242L. Laboratory Fee and Lab Jacket required. (4 hours per week) (1)

**BIOL 401 INTRODUCTION TO RESEARCH.** Emphasis is placed on literature searches, computerized searches, design of research papers and the preparation of bibliographies. At the conclusion of this course, students should have: 1) a concise, and specific research topic; 2) a set of goals and objectives for the selected topic; 3) a completed literature search and 4) a Divisional approved research proposal. Prerequisites: CHEM 342, 342L, and MATH 231. (3)

**BIOL 410 BIOLOGY SEMINAR.** Topics are presented in discussions through faculty and guest speakers, scientific readings and comprehension, and introduction to GRE preparation. Prerequisite: Sophomore or Junior status. (1)

**BIOL 411 SCIENCE SEMINAR.** Students will be responsible for reading and analyzing scientific articles. Students will be required to attend selected seminars, lead discussion groups and evaluate presentations by peers. Students will also concentrate on the Graduate Record Examination (GRE). This course requires a proficiency in reading critically, evaluating material in a constructive manner, coherent writing and presenting information in a logical manner. Prerequisite: Junior or Senior Status. (1)

**BIOL 420 SENIOR RESEARCH.** The student is involved in intensive research under the direction of a full-time faculty member. Prerequisite: BIOL 401. Fee and Lab Jacket required. (3)

**BIOL 422 HISTOLOGY.** Microscopic anatomy of vertebrate animals, with emphasis on the human body. Lectures include a systematic treatment of the characteristics of various types of tissue, emphasizing structure-function relationships. Prerequisites: BIOL 342 and CHEM 341. (3)

**BIOL 422L HISTOLOGY LABORATORY.** Laboratory work includes a microscopic study of various types of tissues, and demonstrations of certain histological techniques used in the making of prepared slides. Prerequisites: BIOL 342L and CHEM 341L. Fee required. (4 hours per week) (1)

**BIOL 430 EPIDEMIOLOGY AND BIOSTATISTICS.** This course involves the study of the occurrence of disease and seeks to assess factors relating to the individual, his environment and his lifestyle with the aim of establishing the causes of disease. Epidemiological data are evaluated by biostatistical techniques. This evaluation seeks to address precision, systematic error, influences of other factors as well as interaction of risk factors on the validity of the epidemiological study. Prerequisite: BIOL 342. (3)

**BIOL 432 ENVIRONMENTAL TOXICOLOGY.** A study of the sources of a variety of toxicants, their transport, degradation, and bioaccumulation in the environment, and their effects on biological systems. Prerequisites: BIOL 342 and CHEM 344. (3)

**BIOL 432L ENVIRONMENTAL TOXICOLOGY LABORATORY.** Laboratory emphasis will be placed on methods used to determine the toxicity of environmental toxicants on biological systems. Prerequisites: BIOL 342L and CHEM 344L. Fee required. (3 hours per week) Spring (1)

**BIOL 433 IMMUNOLOGY.** An intermediate course covering the basic and applied immunology. Students are expected to be able to apply the concepts acquired in this course in determining the factors responsible for resistance and/or susceptibility to infectious and non-infectious diseases. Prerequisite: BIOL 134. (3)

**BIOL 442 GENETICS.** A presentation of Mendelian principles and the chromosomal basis of inheritance. The integration of Mendelian genetics with fundamental molecular mechanisms. The study of the physical characteristics of DNA and its ability to transmit biological information. Transmission of traits through the study of population genetics. A look at modern genetics techniques, including such biotechnology tools as gene cloning, hybridization, and PCR, exploring how researchers have used them to reveal the modular construction and relatedness of genomes. Prerequisites: BIOL 242, 332, 430 and CHEM 344. (3)

**BIOL 442L GENETICS LABORATORY.** Application of theories of genetics such as Mendelian and population genetics through the study of selected organisms. The study of the physical characteristics of DNA through microscopy. Other laboratory activities include monohybrid and dihybrid cross analysis; chi-square analysis; DNA isolation, gene cloning, PCR analysis and agarose gel electrophoresis. Prerequisites: BIOL 242L, 332L, 430, and CHEM 344L. Fee and Lab Jacket required. (4 hours per week) (1)

**BUS 251 PRINCIPLES OF MARKETING.** Examination of decisions affecting the marketing of goods and services in consumer, industrial, and international markets. Emphasis on the role of marketing in a managerial context. (3)

**BUS 252 PRINCIPLES OF MANAGEMENT.** Primary emphasis on the history of management thought and the functions of management, with particular emphasis on Production and Operations Management. (3)

**BUS 261 QUANTITATIVE METHODS.** Topics in this course include forecasting, inventory control, linear programming using computer data analysis, and networks using PERT diagrams. Prerequisite: MATH 131. (3)

**BUS 301 PERSONAL FINANCIAL PLANNING.** Principles and practices of personal finance. Topics include budgeting, investment, insurance, real estate, taxes, retirement, and estate planning. Prerequisite: Sophomore standing or consent. (3)

**BUS 310 E-COMMERCE.** This course explains (1) the economic foundations of electronic commerce, (2) the principal technologies used to implement on-line business activities, and 3) the business strategies used for e-commerce and then demonstrates how the three come together in actual business applications. The course includes an overview of international, legal, ethical, and tax issues that can arise in the conduct of e-commerce and explains how project planning and management techniques can help to make on-line businesses successful. (3)

**BUS 311 E-MARKETING.** This course develops a framework for understanding the forces driving the Internet revolution in marketing and enables the student to bridge the gap between relevant areas of existing marketing knowledge and new technologies. Prerequisites: BUS 251 and 310. (3)

**BUS 321 METHODS OF STATISTICAL RESEARCH AND ANALYSIS.** Problem analysis and evaluation techniques are presented. Adult learners are shown methods for defining, researching, analyzing, and evaluating a problem in their work or a vocational environment that they have selected for an independent study project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires. (3) [Gateway Adult Learning Program]

**BUS 322 ENTREPRENEURSHIP.** This course is designed to introduce the student to current theory and practice relating to starting and managing small businesses, with particular emphasis on case studies and applications. Topics include developing a business plan, effective strategies for competing with giant corporations, home-based business opportunities and operations, legal issues confronting small businesses, and the use of technology in providing customer service. (3)

**BUS 336 BUSINESS LAW I.** A study of the legal system and environment of business with emphasis on legal principles relating to contracts and commercial law. (3)

**BUS 337 BUSINESS LAW II.** A continuation of Business Law I with emphasis on legal principles relating to legal problems encountered by Certified Public Accountants. Prerequisite: BUS 336. (3)

**BUS 338 EMPLOYMENT LAW.** The study of the regulation of employment, with particular emphasis on wrongful discharge, discrimination, evaluation and regulation of job performance, and sexual harassment. (3)

**BUS 339 REAL ESTATE LAW.** The study of law and regulation at various levels of government applicable to real estate transactions, types of property interests, transfer instruments, mortgage instruments, recording processes, and selected elements of real estate brokerage. (3)

**BUS 344 PRINCIPLES OF BUSINESS EDUCATION.** Designed particularly for business education teachers. The course deals with the meaning, purpose and scope of the business education curriculum. Available for undergraduate and In-service teachers. (3)

**BUS 350 PRINCIPLES OF FINANCE.** This course is designed to introduce the student to the concept of optimal financial policy in the procurement and management of assets by profit-seeking enterprises; the application of theory to financial decisions involving cash flow, capital structure, and capital budgeting. Prerequisite: ACCT 235. (3)



**BUS 355 PRINCIPLES OF REAL ESTATE.** This course concentrates on developing the student's skill and knowledge of the principles of land economics, the law dealing with property rights, agency, contracts and real property transfer, North Carolina licensing law, ethical considerations, and basic real estate mathematics. (3)

**BUS 356 PRINCIPLES OF REAL ESTATE FINANCE.** This course concentrates on developing the student's skill and knowledge in the principles and methods of financing real estate, the sources of funds, types and contents of financing instruments, the role of various institutions as originators, and the secondary mortgage market, both private and governmental. Prerequisite: BUS 355 or consent. (3)

**BUS 360 MANAGERIAL PRINCIPLES.** Adult learners examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings, class practice, and through analysis of its effect on productivity. (3) [Gateway Adult Learning Program]

**BUS 361 ADVERTISING.** Examination of marketing communications functions and mass communications theories and concepts. A study of advertising and its relationship to the marketing program of the firm. (3)

**BUS 365 MANAGERIAL ECONOMICS.** Adult learners focus upon the principles of economics as they need to be understood and utilized by managers and supervisors in all fields. In this era of 'downsizing' or 'rightsizing' brought on by international competition and globalization of every part of our American way of life, it is crucial that managers at every level understand and use the principles of economics to aid in making sound decisions. The objective of this module is to provide adult learners with a sound foundation of economic principles and theory that can be used in making managerial decisions that relate to resource allocation. (3) [Gateway Adult Learning Program]

**BUS 370 MANAGERIAL ACCOUNTING AND FINANCE.** This module covers numerous topics from the fields of accounting and finance; both are critical to every business organization. Some of the topics to be addressed can be isolated. Many are interrelated. The overall focus of this module is on the managerial understanding of both accounting and finance as reflected in financial statements, their relationship to each other, and how data in financial statements is used in evaluation, planning, and control in an organization. (4) [Gateway Adult Learning Program]

**BUS 375 MANAGERIAL MARKETING.** Principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices are examined. Concepts of our global economy, including major social, psychological, and political influences will be explored and their marketing implications considered from a manager's perspective. (3) [Gateway Adult Learning Program]



**BUS 436 ADMINISTRATION AND COORDINATION IN BUSINESS EDUCATION.** Study of the leadership functions in business and office education at the federal, state, and local levels; planning and organizing business and office education programs at the secondary school; procedures for organizing youth organizations; and coordinating cooperative business education programs. Prerequisite: Senior Standing. (3)

**BUS 438 INVESTMENT ANALYSIS.** Analysis of the investment process dichotomized into security analysis and portfolio management, background information on financial assets, securities markets, and risk-return concepts. Analysis of valuation theory and techniques, modern portfolio theory and performance. Prerequisite: ACCT 234. (3)

**BUS 445 HUMAN RESOURCE MANAGEMENT.** The study of human resource management, including strategic human resource planning, job analysis, human resource information systems, training, career development, and international human resource management. (3)

**BUS 446 STATISTICAL CONCEPTS.** The study of the fundamental ideas of statistics by examining the approach of statisticians to important business and economics questions. Objectives of the course are to develop a critical appreciation of statistical thinking and an awareness of the various tools of the statistician. Computer statistical applications are used to analyze current business issues and problems. Prerequisites: MATH 131 and CIS 240. (3)

**BUS 450 STRATEGIC PLANNING.** This course introduces adult learners to various management planning models and techniques and applies these to business cases. It stresses the concepts of strategic planning and strategic management. (3)  
[Gateway Adult Learning Program]

**BUS 452 ORGANIZATIONAL BEHAVIOR AND BUSINESS ETHICS.** The study of the relationship of the individual worker and manager to the organization, management from a behavioral point of view, stability and change within business organizations, and an examination of human resource development with emphasis on business ethics and corporate culture. (3)

**BUS 455 REAL ESTATE SEMINAR.** Guest lecturers and special topics research. This course allows the student to concentrate on in-depth exploration and analysis of specific areas of interest in real estate. Research evaluated through papers, thesis, and/or special examination of selected real estate topics. Prerequisites: BUS 355, 339, and 356. (3)

**BUS 484 SALES MANAGEMENT.** The study of principles and practices in planning, organizing, and controlling a sales force. (3)

**BUS 485 CONSUMER BEHAVIOR.** The study of individual, social, cultural, and environmental influences that affect consumer buying behavior. Through case studies explanatory and predictive models are used to assess influences on consumer decision-making, purchase, and consumption behaviors with a strong emphasis on implications for developing, executing and assessing marketing strategy. Prerequisite: BUS 251. (3)

**BUS 495 STRATEGIC MANAGEMENT.** The capstone course for all Accounting, Business Administration, and Computer Information Systems majors. The integration of the many facets of the Business curriculum from an organizational perspective. Prerequisite: Senior standing. (2)

**CED 201 HISTORY AND PHILOSOPHY OF COMMUNITY ECONOMIC DEVELOPMENT.** This course will survey the social, political, and economic factors involved in the cycle of growth, decline, and efforts at economic redevelopment in urban and rural areas. Specific course materials will cover the role community-based organizations, governmental agencies, private/public foundations, and corporate entities in urban/rural economic development/revitalization in low-income communities. (3)

**CED 203 COMMUNITY BASED ORGANIZATIONS.** This course will survey groups and non-profit organizations as they emerge within communities to address perceived social, political and economic needs. Specific course materials will cover: (1) different types of community-based organizations and their roles within their respective communities; (2) the role and influence of leaders within these organizations; and (3) the development and use of human and financial capital in these organizations. (3)

**CED 301 ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP.** The course will focus on the process by which community based organizations arise, become institutionalized, and change as the perceived needs of the community changes. Attention will be given to the ways that charismatic and bureaucratic leaders influence the development of the organizations they lead. The utilization of human as well as economic capital within organizations will be covered. (3)

**CED 320 COMMUNITY BASED HOUSING DEVELOPMENT.** This course will focus on (1) types of real estate ownership, including public housing, assisted living, cooperatives, and private property, and (2) real estate management of these various property types. Specific course materials will cover social and political factors that affect the analysis of housing needs, site selection, and construction of public and private housing. (3)

**CED 351 COMMUNITY NEEDS ANALYSIS.** This course will review methodologies for identifying and addressing social problems within a community. Specific course materials will cover assessment strategies for identifying and communicating community-based needs and the selection of community leaders and organizations necessary to highlight community needs, proposed solutions to problems, and strategies for, economic, social, and political change. (3)

**CED 352 COMMUNITY ECONOMIC DEVELOPMENT LAW.** This course will review various legal Issues that affect the development and structure of community-based agencies and the substance, structure, and success of community economic development deals and projects. Specific course materials will cover legal Issues Involved In commercial residential community-based development projects, community-based taxation issues, community-based for-profit investment Issues, and community-based Internal structuring issues. Prerequisite: CED 203. (3)

**CED 430 NEGOTIATIONS AND CONFLICT RESOLUTION.** This course will review theories and strategies for multi-party conflict resolution and negotiations. Specific course materials will cover: (1) conditions/situations which create various kinds of conflict solely within community-based contexts; (2) the nature and role of various communicate styles in Interpersonal, group, and Inter-organizational conflict; (3) strategies for managing and resolving various types of conflicts; and (4) practical applications of negotiating techniques critical to the success of community economic development deals and projects. Prerequisite: CED 351. (3)

**CED 440 FINANCIAL DEAL STRUCTURING.** This course will focus on the conception of funded projects, identification of public and private funds for projects, and techniques and strategies for bringing partners together to build community-based projects. Specific course materials will cover understanding financial statements and the role(s) of lending Institutions, foundations, and government agencies In packaging financial deals for community-based projects. Prerequisites: CED 320 and BUS 350. (3)

**CED 450 COMMUNITY BASED HOUSING ANALYSIS AND FINANCE.** This course will focus on strategies for financing various types of housing development projects. Specific course materials will cover: (1) types of financing; (2) sources of financing; (3) viability of housing development projects; and (4) packaging housing development projects. Prerequisites: CED 320 and BUS 356. (3)

**CED 491/492 CED FIELD EXPERIENCE PRACTICUM.** These practicums will provide hands-on experience with community-based economic development experience. Students will work specifically on projects with/in community-based organizations/governmental agencies/private not-for-profit organizations that impact and/or engage in community-based economic development. Prerequisite: Senior standing. (3)

**CHEM 131 FUNDAMENTALS OF PHYSICAL SCIENCE.** Principles and topics are selected from the fields of chemistry, geology, physics, astronomy, and meteorology. Subject matter includes such topics as our solar system, energy relationships in our universe, the changing earth, atoms, molecules, chemical reactions, causes and effects of weather changes, etc. Emphasis will be placed on climate and global change. (3)

**CHEM 131L FUNDAMENTALS OF PHYSICAL SCIENCE LABORATORY.** Laboratory experiments designed to acquaint students with basic measurements and analysis of concepts related to topics covered in the lecture. Fee required. (3 hours per week) (1)

**CHEM 141 GENERAL CHEMISTRY I.** Introduction of principles of chemistry and their applications based upon a study of physical and chemical properties of the elements. For students with strong high school chemistry and mathematics background and interested in majoring in chemistry-related science. (3)

**CHEM 141L GENERAL CHEMISTRY I LABORATORY.** A weekly three-hour laboratory course which includes selected qualitative and quantitative experiments. Fee required. (3 hours per week) (1)

**CHEM 142 GENERAL CHEMISTRY II.** A continuation of CHEM 141. Introduction to chemical bonding, reactivity and energetics of chemical transformations, and introduction to Organic Chemistry. Prerequisites: CHEM 141 and MATH 131 or 133. (3)

**CHEM 142L GENERAL CHEMISTRY II LABORATORY.** A continuation of CHEM 141L with an emphasis on electrochemical and spectroscopic measurements. Prerequisite: CHEM 141L. Fee required. (3 hours per week) (1)

**CHEM 241 ANALYTICAL CHEMISTRY.** Survey of classical methods of chemical analysis and underlying concepts. Introduction to instrumental analysis theory, particularly spectroscopy, separations and statistical interpretation of analytical data. Prerequisites: CHEM 142 and MATH 231. Fall (3)

**CHEM 241L ANALYTICAL CHEMISTRY LABORATORY.** A weekly four hour laboratory with emphasis on volumetric and gravimetric analysis. Prerequisites: CHEM 142L and MATH 231. Fee required. (4 hours per week) Fall (1)

**CHEM 331 INSTRUMENTAL ANALYSIS.** This is a one-semester course for biology and chemistry majors who wish to strengthen their regular training in the use of instruments. Instrumental techniques will include both chemical and biological methods of analysis. Theory and methods of electrochemistry, separation (HPLC and GC), spectroscopy, and the polymerase chain reaction (PCR). Prerequisites: CHEM 241 and 342. (3)

**CHEM 331L INSTRUMENTAL ANALYSIS LABORATORY.** Detail experimental projects in areas treated in CHEM 331. Prerequisites: CHEM 241L and 342L. Fee required. (4 hours per week) Spring (1)

**CHEM 341 ORGANIC CHEMISTRY I.** The chemistry of the aliphatic and aromatic compounds of carbon, with emphasis on relationships between the various classes, properties, structure, reactions and methods of synthesis. Prerequisite: CHEM 142. (3)



**CHEM 341L ORGANIC CHEMISTRY I LABORATORY.** A weekly four hour laboratory in which basic laboratory procedures, techniques, including some instrumentation are used. Prerequisite: CHEM 142L. Laboratory Fee required. (4 hours per week) (1)

**CHEM 342 ORGANIC CHEMISTRY II.** The chemistry of compounds of carbon, with emphasis on the synthesis of natural products, spectroscopy, stereochemistry and reaction mechanisms. Some attention will also be given to special topics of current interest. Prerequisite: CHEM 341. (3)

**CHEM 342L ORGANIC CHEMISTRY II LABORATORY.** A weekly four laboratory in which students will synthesize, purify and utilize spectroscopic techniques to identify the compounds. Prerequisite: CHEM 341L. Fee required. (1)

**CHEM 344 BIOCHEMISTRY I.** A study of the biochemistry of proteins, acid-base balance, carbohydrates, lipids, nucleic acids, enzymes and physicochemical principles and techniques used in their study. Prerequisite: CHEM 341. (3)

**CHEM 344L BIOCHEMISTRY I LABORATORY.** A weekly four hour laboratory involving experimentation with biochemical systems, processes and compounds of biochemical importance. Prerequisite: CHEM 341L. Fee required. Fall (1)

**CHEM 345 BIOCHEMISTRY II.** This course will include the chemistry of protein synthesis, blood, respiration, metabolism, hormones, energy metabolism and nutrition. Prerequisite: CHEM 344. (3)

**CHEM 345L BIOCHEMISTRY II LABORATORY.** A weekly four hour laboratory including illustrations of the major metabolic pathways and the enzyme reactions involved in the pathways in various types of organisms. Prerequisite: CHEM 344L. Fee required. (1)

**CHEM 431 SENIOR RESEARCH.** In this course, students will be involved with research in the areas of molecular biology, chemistry, and/or one semester of selected laboratory experiments in biochemical methods. The overall training should lead to research culminating in a comprehensive report. Prerequisites: BIOL 401 and CHEM 331, 331L. Fee required. (Unlimited Laboratory hours.) (3)

**CHEM 441 PHYSICAL CHEMISTRY I.** A study of the laws of thermodynamics and their application to thermochemistry and chemical equilibria and a study of the properties of gases, solids and liquids. Prerequisites: CHEM 342, MATH 338, and PHYS 244. Fall (3)

**CHEM 441L PHYSICAL CHEMISTRY I LABORATORY.** An introduction to the principles and application of quantitative techniques in physical chemical measurements. Prerequisites: CHEM 342L and PHYS 244L. Fee required. (4 hours per week) (1)



**CHEM 442 PHYSICAL CHEMISTRY II.** A continuation of CHEM 441. Topics include reaction kinetics, theoretical aspects of quantum mechanics and spectroscopy. Prerequisite: CHEM 441. (3)

**CHEM 442L PHYSICAL CHEMISTRY II LABORATORY.** A continuation of CHEM 441L. Advanced quantitative techniques necessary in physical chemical measurements. Prerequisite: CHEM 441L. Fee required. (1)

**CHEM 444 INORGANIC CHEMISTRY.** This will be a course in theoretical inorganic chemistry designed to strengthen the students' background and understanding of the basic principles and concepts of inorganic chemistry. Course material will include chemical bonding interpretations, using crystal field theory and ligand field theory, as well as modern theories of atomic and molecular structures. Prerequisite: CHEM 241. (3)

**CHEM 444L INORGANIC CHEMISTRY LABORATORY.** Students will engage in experimentation and synthesis of coordination compounds, kinetics, equilibrium and utilize spectroscopic techniques to investigate their properties. Prerequisite: CHEM 241L. Fee required. (3 hours per week) (1)

**CHEM 445 ADVANCED INORGANIC CHEMISTRY.** In this course students will study the practice and principles of both the synthesis and characterization of inorganic compounds, organometallic compounds, coordination chemistry, symmetry, and chemical applications of group theory. Prerequisite: CHEM 444. (3)

**CIS 203 PC FUNDAMENTALS.** An introduction to the basic concepts of keyboarding, overview, including DOS and Windows; introduction to the use of Internet and multimedia technology in the classroom. Fee required. (3)

**CIS 240 MICROCOMPUTER SOFTWARE APPLICATIONS I.** It is the aim of this course to provide students with an opportunity to develop computer applications skills in word processing, computer graphics, database management, spreadsheet, and windows environments. Fee required. (3)

**CIS 302 PRINCIPLES OF PROGRAMMING (COBOL).** The course is designed to offer a complete presentation of the basic features and characteristics of COBOL. A primary objective is basic competence in writing and running programs in standard COBOL for a variety of applications. Prerequisites: CIS 203 and 240. Fee required. (3)

**CIS 306 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE.** This course introduces computer organization and structuring of the major hardware components of computers, fundamentals of logic design, major concept areas of operating systems principles, the interrelationships between the operating system and the computer architecture. Hands-on experience using the UNIX/XENIS operating system. Prerequisites: CSC 303 and 305. Fee required. (3)

**CIS 401 MANAGEMENT INFORMATION SYSTEMS.** This course deals with the basic principles of systems theory, computer and management information systems design, and quality assurance. Case studies and projects are used in presenting theory and applications. Prerequisites: CIS 203 and 240. Fee required. (3)

**CIS 402 SYSTEMS ANALYSIS AND DESIGN.** This course deals with a formal approach to state-of-the-art techniques in systems analysis and design and provides a means for students to apply the techniques. An integral part of the course is the involvement of students working in teams in the organization, management, and development of a small or a large systems design project. The topics are oriented toward the novice programmer or systems analyst. Prerequisites: CIS 240 and 401. Fee required. (3)

**CIS 405 DATABASE MANAGEMENT.** Introduction and overview of database concepts to design and implement a database management system. Prerequisites: CIS 240; CSC 305 and 404. Fee required. (3)

**CJ 101 INTRODUCTION TO CRIMINAL JUSTICE.** A survey of the components of the criminal system at the local, state, and national levels of government. (3)

**CJ 102 CRIMINAL PROCEDURE.** This course examines and discusses constitutional protections of individuals who have committed criminal offenses and individuals who face criminal charges. (3)

**CJ 235 LAW ENFORCEMENT.** Reviews the history of law enforcement; assesses the organization, role and function of the various law enforcement agencies, with primary attention given to American municipal police forces. Prerequisites: CJ 101 and 102. (3)

**CJ 300 INTRODUCTION TO CORRECTIONS.** Surveys the historical patterns of punishment and the development of corrections and analyzes the characteristics of various types of correctional facilities and alternatives to incarceration. Prerequisite: CJ 235. (3)

**CJ 304 CRIMINAL JUSTICE RESEARCH.** Introduction to the methods of research used in the study of criminal justice. Prerequisite: CJ 235. (3)

**CJ 307-308 CRIMINAL JUSTICE INTERNSHIP.** A supervised field experience in which the student is placed in a criminal justice program or agency to gain practical knowledge. The field placement requires a minimum of six hours per week. Prerequisites: CJ 304, Majors with a Junior Standing and Approval of Instructor. Fee required. (3)

**CJ 310 CRIMINAL JUSTICE ORGANIZATION.** Examines the principles of and current status of in organization and management of criminal justice agencies. Prerequisite: CJ 235. (3)

**CJ 401 CRIMINAL LAW.** Analyzes the history, development, and current status of criminal laws and codes at the state and national levels of government. Prerequisite: CJ 300. (3)

**CJ 403 LAW ENFORCEMENT AND SOCIETY.** Surveys contemporary principles of police administration. Prerequisite: CJ 300. (3)

**CJ 405 PROBATION AND PAROLE.** Analyzes the theories and practices of probation and parole systems. Prerequisite: CJ 300. (2)

**CJ 406 CRIMINAL COURT SYSTEM.** Analyzes the structure and functions of the criminal court system in the United States — includes the assessment of roles of defendant, prosecutor, judge, jury, and court administrators. Surveys the historical, philosophical, sociological and political perspectives of the court system. Prerequisite: CJ 300. (3)

**CJ 412 CORRECTIONAL MANAGEMENT.** Analyzes policies, procedures and problems of correctional institutions. Prerequisite: CJ 300. (3)

**CJ 420 CRIMINAL JUSTICE SEMINAR.** Analyzes in-depth contemporary topics of crime and delinquency controls within the criminal justice system. Advanced research paper required. Prerequisites: CJ 304 and Senior Standing or Approval of Instructor. (4)

**CJ 437 CRIMINAL JUSTICE.** Assesses the larger issues of the individual and the state, justice and law, law enforcement and punishment in a democratic society. Prerequisite: CJ 300 and SOC 335. (3)

**COMM 201 COMMUNICATION SKILLS.** This course teaches techniques and strategies on the art of listening, speaking, and writing effectively, especially in the public, interpersonal, and small group contexts of communication. Emphasis is placed on providing the student with activities that help acquire competencies in all three modes of communication. (3)

**COMM 202 SURVEY OF MASS COMMUNICATIONS.** This course is about the economic and political implications involved in newspaper, magazine, television, and radio production and their use. Prerequisites: ENGL 131, 132 and COMM 201. (3)

**COMM 211 WRITING FOR RADIO/TV.** Fundamentals of writing news for radio and television are introduced and practiced. Style format and dramatic structure are also presented. Prerequisite: COMM 201. (Must pass with a "C.") (3)

**COMM 218 NEWS WRITING.** A lecture/laboratory course emphasizing basic skills for news gathering and news writing. The course concentrates on leads and the basic structure of news stories. Students gain hands-on experience as staff members on the student newspaper. Typing skills required. Prerequisites: COMM 201. (3)

**COMM 313 INTRODUCTION TO PUBLIC RELATIONS.** The course explains the principles of public relations and the professional fields related to it. Class members will complete simple projects built on an understanding of the proper techniques involved in a successful public relations program. Prerequisite: COMM 218 or approval of the Instructor. (3)

**COMM 314 FUNDAMENTALS OF PHOTOGRAPHY.** The course is a comprehensive introduction to photography, including instruction in taking, developing and printing pictures for use in newspapers and other publications. A 35 mm camera is required. Fee required. (3)

**COMM 328 REPORTING.** The course continues to develop the skills taught in News Writing. Students are assigned to cover and report actual news events. Students are required to write for the College newspaper. Prerequisite: COMM 218 or approval of the Instructor. (3)

**COMM 331 BROADCAST & FILM EDITING.** This course provides an introduction to the theory and practices of film and video post-production. Students will study representative works of television and film in the context of aesthetic values, evolving genres, and technical innovations. Prerequisite: COMM 211 or approval of the Instructor. Fee required. (3)

**COMM 341 FEATURE WRITING.** This course provides practice in developing and writing feature stories for print publications. It emphasizes weekly writing assignments, using creative and individual approaches to each human-interest story. Prerequisite: COMM 218 or approval of the Instructor. (3)

**COMM 350 MEDIA LAW.** This course concentrates on a rigorous examination of the First Amendment and its application to the media. Areas of study include an understanding of the United States Court system and trial procedures, along with laws governing libel, invasion of privacy, prior restraint, and other pertinent topics. Prerequisite: Junior Status. (3)

**COMM 351 DESKTOP DESIGN.** This lecture/laboratory class concentrates on theoretical and production aspects of publications. Emphasis is placed on learning electronic desktop design and general principles for using typography, white space, copy block and other phenomena. Pagemaker software is used. Enrollment is limited. (3)

**COMM 360 MEDIA RESEARCH METHODS.** The course is an introduction to the use of documents and observational methods, the interview and the questionnaire in political and social research, as they relate to the media practitioner. Prerequisite: COMM 218 or approval of the Instructor. (3)

**COMM 401 COPY EDITING.** This is a lecturing/laboratory class that emphasizes the theory and practice of copy-editing and headline writing skills. Students will master electronic techniques as well as manual skills. The Associated Press Stylebook and Manual is used. Prerequisite: COMM 328. (3)



**COMM 411 VIDEO PRODUCTION I.** This course is the study of single and multi-camera techniques of production in video. Editing and lighting techniques are also studied. Lab work is performed, using WAUG as well as department equipment. Prerequisite: COMM 331 Fee required. (3)

**COMM 412 VIDEO PRODUCTION II.** The course concentrates on individually tailored projects, with emphasis on increasing the student's knowledge of the media to include commercial practices in the field as well as in the studio. 4 hour lab. Cap of 15 students. Prerequisites: COMM 211 and 411. Fee required. (3)

**COMM 415 BROADCAST MANAGEMENT.** The course focuses on the study and analysis of problems and situations confronting the manager of the broadcast enterprise, such as pertain to personnel, operation, government relations, and programming sales. (3)

**COMM 423 AUDIO PRODUCTION.** This is the study of audio production techniques and technology used to make music and other studio-related products. Technological advancement is also studied. Fee required. (3)

**COMM 425 NEWSPAPER PRODUCTION.** The focus is on theoretical and production aspects of producing a newspaper. The course concentrates on copy-editing, headline writing and newspaper layout. Class members serve as editors and/or staff for the student newspaper. Prerequisite: COMM 218 and 401 or approval of the Instructor. (3)

**COMM 427 PUBLICATION CONCEPTS.** This course provides students with hands-on experience through supervised work on student publication. Class members serve as editors and/or staff for the student newspaper. Prerequisite: COMM 218, 401 and approval of the faculty advisor to *The Pen*. (3)

**COMM 430 PUBLIC RELATIONS PROBLEM SOLVING.** The course is an advanced study of the field of public relations with emphasis on both individual efforts and group activity in solving real life public relations problems. It uses the RACE theory of problem solving. Class members are required to write weekly press releases to reach professional skill levels. Prerequisite: COMM 313 or approval of the Instructor. (3)

**COMM 457 SEMINAR IN SPECIAL COMMUNICATIONS TOPICS.** This course is a study of a particular subject in communications. Topics change as needs and resources develop. Class discussion, readings, and individual projects. Prerequisite: Senior status. (3)

**COMM 458 INTERNSHIP.** This course concentrates on fieldwork, which offers students an opportunity to work part-time in professional media facilities in Raleigh in addition to WAUG. Prerequisite: Junior Status. Fee required. (3)



**CSC 245 COMPUTER GRAPHICS.** This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications. Prerequisites: CIS 203 and 240. Fee required. (3)

**CSC 250 INTRODUCTION TO WEB DESIGN.** An introduction to HTML programming. Introduction to WEB Design using available WEB-Design editors like Front Page. It is the aim of this course to provide students with an opportunity to enhance their knowledge of designing WEB pages using HTML programming and using some other WEB editors. Advanced instruction focusing on home page designing, computer graphics, and Internet is provided. Prerequisite: CIS 240. Fee required. (3)

**CSC 280 NETWORKING ESSENTIALS.** This course examines Token Ring, Ethernet, and Arcnet networks. Topics include LAN topologies and design; cable characteristics; cable, interface cards, server, and client installation; basic management techniques; linking networks; and troubleshooting LAN problems. Upon completion, students should be able to install both hardware and software for a small client/server LAN and troubleshoot common network problems. Prerequisites: CIS 240 and 250. Fee required. (3)

**CSC 303 ASSEMBLY LANGUAGE PROGRAMMING.** This course introduces the basic principles of computer systems, data representation, numbering systems, instruction execution, symbolic coding, data word definition, laterals, location counter, indexing, indirect addressing, relative addressing, and assembly systems. Students will learn to write programs in assembly language. Prerequisites: CIS 203 and 240. Fee required (3)

**CSC 305 PROGRAMMING IN C++.** This course serves as an introduction and overview of the C++ programming language. Prerequisites: CIS 203, 240, and 302. Fee required. (3)

**CSC 307 JAVA PROGRAMMING.** This course provides an introduction to computing in Java. Emphasis is placed on algorithm development and problem solving. Careful and methodical development of Java applications and applets from specifications; documentation and style; appropriate use of control structures; classes and methods; data types and data abstraction; object-oriented techniques and language syntax. Java class libraries including strings, graphical user interfaces, events, exceptions, arguments, threads, file i/o, and networking. Prerequisites: CIS 302 and CSC 305. Fee required. (3)

**CSC 310 STRING PROCESSING LANGUAGES.** This course covers syntax and semantics of a string manipulation language, currently PERL. Application of the language to programming problems in non-numeric areas. Discussion of other string processing languages such as SNOBOL-4. Prerequisite: CSC 305 or CSC 307. Fee required. (3)

**CSC 403 DATA COMMUNICATIONS AND NETWORKS.** This course deals with basic principles of computer networks, data communications systems, common carriers, wafts lines, tariff, distribution systems, types of computer networks, application of networks, network architecture, regulatory issues and network management. Prerequisites: CIS 306 and CSC 305. Fee required. (3)

**CSC 404 DATA STRUCTURES.** This course deals with the basic concepts of data representation and structures such as lists, trees, strings, arrays, stacks, queues, and algorithms for searching and sorting, using a high level language. Prerequisite: CSC 305. Fee required. (3)

**CSC 406 FILE ORGANIZATION AND PROCESSING.** Hardware characteristics of storage devices. Basic file organizations including sequential, direct, and indexed sequential; hashing and collision resolution; perfect hashing; signatures; bloom filters; sorting and other bit level structures. Tree structures including binary search trees, B-trees, and tries. Dynamic hashing techniques. Structures including grid files. Applying file structures to practical problems. Prerequisite: CSC 404. Fee required. (3)

**CSC 410 OBJECT ORIENTED PROGRAMMING.** This course covers object-oriented programming using a language such as C++ or Ada. Using the concept of OOP introduce the concepts of code reuse, encapsulation, incremental development and testing, and program design. Using the concept of classes, describe the evolution of and motivation for the object-oriented paradigm. Prerequisite: CSC 404. Fee required. (3)

**CSC 420 THEORY OF COMPUTATION.** This course explores formal models of computation such as finite state automata, pushdown automata and Turing machines will be studied, along with the corresponding elements of formal languages (including regular expressions, context-free languages, and recursively innumerable languages). These models will be used to provide a mathematical basis for the study of computability, and to provide an induction to formal theory behind compiler construction. The study of Church's thesis and universal Turing machines will lead to the study of unsolvable problems. Prerequisites: CSC 305 and MATH 174. (3)

**CSC 450 SIMULATION.** Discrete-event stochastic simulation for the modeling and analysis of systems. Programming of simulation models in a simulation language. Input data analysis, variance reduction techniques, validation and verification, and analysis of simulation output. Random number generators. Prerequisite: CSC 404. Fee required. (3)

**CSC 460 ORGANIZATION OF PROGRAMMING LANGUAGES.** This course constitutes as an introduction to the formal study of programming language concepts, including syntax and grammar, data types and structures. Run-time behavior characteristics of several languages are analyzed and compared. Prerequisite: CSC 404. Fee required. (3)

**CSC 480 SPECIAL TOPICS IN COMPUTER SCIENCE.** This capstone course provides learners with an opportunity to demonstrate the knowledge and abilities acquired through prior study. Learners participate in projects and seminars pertaining to topics selected on the basis of new and emerging business procedures, technology, and standards of practice in the discipline of Computer Science. Mastery and competence in the discipline are also evaluated through the writing and preparation of a research project. Prerequisites: ENGL 290 and Senior standing. Fee required. (2)

**ECON 235 PRINCIPLES OF MICROECONOMICS.** Price theory, theory of the firm, and the interaction of demand and supply. (3)

**ECON 236 PRINCIPLES OF MACROECONOMICS.** Measure and determination of national income, employment and price, introduction to monetary and fiscal policy analysis, the effects of government deficits and debts, exchange rates and trade balances. (3)

**ECON 436 MONEY AND BANKING.** A study of money, financial markets, and the financial structure, with emphasis on commercial banks and the Federal Reserve System. Relationships between economic activity and the money supply are introduced. Prerequisites: ECON 235 and 236. (3)

**EDUCA 112 FOUNDATIONS OF LEARNING.** This course is designed to provide an initial powerful experience in various aspects of College life and to promote bonding among students, faculty, staff, and campus organizations. It focuses on process education and develops skills in reading and writing, information processing, self-group assessment, personal development, critical thinking, communication, teamwork, problem solving, time management, and self-management. Students will experience active learning, be required to develop cogent reasoning, present well-supported conclusions in writing, discussions, and formal presentations, and contribute to building a quality learning community. Required of all freshmen. (2)

**EDUCA 112L LEARNING COMMUNITIES (LAB).** This course is an extension of Foundations of Learning. It is the expanded mentoring of students in an informal classroom environment. It promotes continued bonding among students, faculty, staff, and campus organizations. It promotes a holistic approach to education. The course focuses on spiritual, financial, social, and physical well-being. Self-growth, collaborative learning and community/campus outreach are inherent in the lab. (1)

**EDUCA 200 COOPERATIVE EDUCATION.** This work-study plan is designed to integrate the student's academic experiences with practical experiences on the job. Students enrich their education by alternating institutional periods of study with practical periods of meaningful work in business, industry, health, social, and state agencies. Fee required. (6)

**EDUCA 205 PARALLEL INTERNSHIP I.** This twenty (20) hour per week work-study plan is designed to integrate academic experiences with practical experiences on the job. Students usually work on discipline-related jobs and return to their employers for successive terms. Fee required. (3)

**EDUCA 206 PARALLEL INTERNSHIP II.** A twenty (20) hour per week work-study plan is designed to integrate academic experiences with practical experiences on the job. Students usually work on discipline-related jobs and return to their employers for successive terms. Fee required. (3)

**EDUCA 207 SERVICE LEARNING.** Service has always been an integral part of mission of Saint Augustine's College. Furthermore, trends in higher education favor a partnership between colleges and universities and the communities in and around which they are situated, and students are required in many colleges and universities to give service to the community as part of their educational experience. (3)

**EDUCA 210 CAREER PLANNING.** This course is designed to teach students to become creative, competitive, and knowledgeable career-planners. Course content and project work include academic experience translated to the work world, skills identification, decision-making, individual career options, and alternate job search strategies. (3)

**EDUCA 223 ELEMENTARY READING INSTRUCTION.** This basic course is designed to teach reading that will assure knowledge and familiarity with current methods, materials, and significant research in developmental reading. Required for Elementary Education Major. (3)

**EDUCA 232 BASIC TEST-TAKING SKILLS.** This course is designed to introduce techniques that can be used by students from various disciplines to maximize their scores in standardized examinations. Students are required to take four (4) one-half hour sections of the course as they prepare for and successfully complete the PRAXIS I Examinations at which time the student is no longer required to take this course. Fee required. (1/2 - 2)

**EDUCA 233 FOUNDATIONS OF EDUCATION.** The beginning professional course in education includes the history, philosophy, and the sociological foundations of education, which aim to give the student a broad overview of education as a discipline from its inception to the present. Required of all students seeking admission to teacher education. (3)

**EDUCA 235 INTRODUCTION TO EXCEPTIONAL CHILDREN.** In this course, mental, physical, emotional, and social traits of several types of exceptional children will be discussed. Learning characteristics of gifted, learning disabled and physically handicapped children will be studied, as well as their effects upon the regular classroom. (3)



**EDUCA 237 READING FOUNDATIONS.** This course is designed to study the techniques for improving reading efficiency. Attention is given to developing reading skills, word recognition, phonetics, structural analysis, comprehension, and paragraph meaning. (2)

**EDUCA 300 EARLY FIELD EXPERIENCES.** This is a field-based practicum for Education Majors Only. Teacher Education Majors are placed in public schools under the supervision of certified teachers. During this experience, students are engaged in mentoring, tutorial and cooperative teaching activities with diverse student populations at various grade levels. Permission to enroll in this course is required by the instructor or Director of Field Experiences. Fee required. (0)

**EDUCA 313 DIAGNOSIS AND CORRECTION OF READING DISABILITIES.** A laboratory course concerned with analysis and study of factors, which contribute to and precipitate reading disabilities in elementary and secondary school. (3)

**EDUCA 321 EDUCATIONAL PSYCHOLOGY.** This course involves the study of the application of psychological principles to education. It deals with the various problems encountered in the teaching-learning process. Required of all prospective teachers. (3)

**EDUCA 324 THE TEACHING OF LANGUAGE ARTS.** This course investigates methods and materials used in teaching the language arts in grades K-6. Instructional techniques applicable to the teaching of spelling, handwriting, dramatics, and compositional skills will be emphasized. (2)

**EDUCA 325 EARLY CHILDHOOD CURRICULUM.** This course is concerned with the interactions and responses of young children, ages five through eight, and their environmental experiences. Curriculum preparing materials for kindergarten and grades one through three and the exploration of published materials are covered in this course. A twenty hour approved practicum in the public schools is required. (2)

**EDUCA 326 EARLY CHILDHOOD ACTIVITIES AND TECHNIQUES.** This course teaches activities of young children, and the techniques of teaching them. Emphasis will focus upon the teaching of the languages arts, lettering and handwriting, number work, and various aspects of the social and natural sciences. Some special attention will be given to behavioral objectives. Twenty hours of approved practicum in the public schools is required. Fee required. (2)

**EDUCA 327 INTRODUCTION TO LEARNING DISABILITIES.** The characteristics and educational needs of learning disabled children are considered in relation to their adjustment problems. (3)



**EDUCA 330 CHILD DEVELOPMENT.** This is a professional level course designed to cover the developmental milestones of child development from prenatal to adolescence. Specifically, the course covers, the physical, social-emotional, cognitive, and psychosocial development of this population. Additionally, affords students the opportunity to research, examine, assess and analyze the impact of social, family and economic factors that may inhibit 'normal' development. Particular attention is given to the impact of these variables on a child's educational performance. (3)

**EDUCA 332 DIAGNOSIS AND CORRECTION OF MATH DISABILITIES.** This course is designed to provide instruction in the utilization of diagnostic instruments on the elementary and secondary school levels. (2)

**EDUCA 333 TEACHING LEARNING DISABLED CHILDREN.** This course deals with instructional strategies, curriculum materials, classroom management techniques, and planning procedures for instructing the learning disabled student. Attention will be given to mastery of psycho-educational assessment procedures, using selected test batteries: IEP programming and multidisciplinary team approach; and an on-going assessment. (3)

**EDUCA 336 CHILDREN'S LITERATURE.** This course is designed for recreational reading instruction and surveys the field of children's literature from early childhood through grade eight. Required for Elementary Education majors. (3)

**EDUCA 337 CURRICULUM AND METHODS IN HUMANITIES AND THE SOCIAL SCIENCES.** This course includes the teaching of other language arts besides reading (reading and the basic communicative skills are covered by EDUCA 339), the teaching of the affective domain (attitudes and values), and all other subjects of the elementary (K-6) school that deal with human relations. Open to juniors and first-semester seniors. (2)

**EDUCA 338 CURRICULUM AND METHODS IN THE NATURAL SCIENCES AND MATHEMATICS.** The teaching of science and mathematics in the elementary schools (K-6) will be emphasized. (2)

**EDUCA 339 CONTENT AREA READING.** This course is designed to assure an understanding of reading in relation to different subject-matter and content-area methodologies. Required for Elementary and Secondary Education majors. (3)

**EDUCA 340 CURRICULUM AND METHODS IN THE ELEMENTARY SCHOOL.** A junior level course designed to meet the new curriculum pattern of K-6 requirement and cover curriculum materials and methods extending from Kindergarten to sixth grade. Ten (10) hours of sequentially planned field experiences will be required from the students. (3)

**EDUCA 341-349 METHODS AND MATERIALS FOR TEACHING IN THE SECONDARY SCHOOLS.** This set of courses is designed to acquaint the prospective Teacher Educators with the methods and techniques for teaching their particular subject as well as the curriculum materials available in the modern secondary school. Emphasis will be on correlating College subject matter and education theory with the modern high school curriculum using the North Carolina Standard Course of Study for each area. Varied credit, as listed below for each respective course based on competencies for each program:

EDUCA 341	Teaching of Math	3	EDUCA 342	Teaching Business Subj	3
EDUCA 343	The Teaching of Science	3	EDUCA 344	Teaching of Social Stud	3
EDUCA 345	The Teaching of English	3	EDUCA 346	Teaching Modern Foreign Lang	2
EDUCA 347	Teaching of Vocal Music	2	EDUCA 348	Teaching Instrumental Music	2
EDUCA 349	Teaching Phys Education	2			

**EDUCA 428 EDUCATIONAL MEDIA.** A study of educational technology, including the practice of utilizing projectors (film projector, filmstrip projectors, overhead projector, opaque projector, and slide projector) and other audiovisual materials as a method geared toward instruction. (2)

**EDUCA 431 PRINCIPLES OF SECONDARY EDUCATION.** This is a course especially designed to precede student teaching in the secondary school. Special attention is given to the interrelationship of the high school curriculum with the needs of the adolescent: personality, general and special abilities, aptitude, achievement, and interest. Prerequisites: PSYCH 232 and EDUCA 233. (3)

**EDUCA 432 TESTS AND MEASUREMENTS.** This course is recommended for all teachers, psychologists, and social workers. The course is designed to aid in the development of teacher-made tests, the use of standardized tests, and employment of statistical data in education. Fee required. (3)

**EDUCA 433 EARLY CHILDHOOD EDUCATION.** This course is a special study of the organization and management of a kindergarten. The course includes the history, philosophy, and social foundations of the modern early childhood program. Prerequisite: EDUCA 233. (2)

**EDUCA 436 THE MODERN ELEMENTARY SCHOOL.** The course is concerned with the history, curriculum, and objectives of the elementary school years and the kind of educational process necessary to realize these objectives. Required of all elementary majors prior to student teaching. Prerequisite: EDUCA 233. (2)

**EDUCA 461 STUDENT TEACHING.** This course involves directed professional laboratory experiences, including sixty (60) or more hours of observation-participation before student teaching. Fee required. Fall and Spring (12)

**EDUCA 465 SEMINAR IN EDUCATION - AN INTERDISCIPLINARY APPROACH.** This course is designed to strengthen students in the skills needed for competency in teaching-learning activities. Research relevant to changes in Teacher Education programs will be thoroughly analyzed. (3)

**ENGL 090 ENGLISH ENRICHMENT.** This is a structured course that is designed for students who need to develop their proficiency in the English language to the level required for successful participation in the courses of study at this institution. It teaches the essentials of English grammar, the conventions and varieties of writing, paragraph organization, sentence types and other elements of structure, and vocabulary and idioms. The course is a prerequisite for incoming students needing additional instruction before taking ENGL 131. Students must pass this course with a grade of a "C" or better before they can take ENGL 131. (3) (Not applicable to general education or major requirements.)

**ENGL 131 WRITING AND READING ACROSS THE CURRICULUM.** This is a course in college-level reading and writing which provides students with a review and practice of reading strategies, principles of composition, and basic editing skills appropriate to all liberal arts disciplines. The reading portion, which is linked with other General Education Freshman courses, emphasizes the use of writing as a learning tool and enhances students' understanding of interdisciplinary subjects. The composition portion uses reading as a part of pre-writing. Writing is seen as a process and students are required to use the word processor as a drafting and revising tool. (3)

**ENGL 132 WRITING AND READING ACROSS THE CURRICULUM.** This course continues the emphases of English 131 with two basic differences. First, to provide topics and materials on which students will write essays or a research paper, they will read and analyze a novel. Classes will continue to read, analyze, and write essays on short selections and on argumentative topics, but they now will be expected to demonstrate more advanced editorial skills than they did in English 131. Second, students will learn to write a research paper with notes and works cited. They will also use computers in the preparation of their essays and research papers. Prerequisite: ENGL 131. (3)

**ENGL 224 MODERN ENGLISH USAGE.** This course covers the elements and structure of Modern English grammar and general usage, stylistic appropriateness, vocabulary development, and the principles of proofreading and editing. It is required for all English, English Education, and Communications majors and is strongly recommended for all students who wish to improve their proficiency in Modern English. Prerequisites: ENGL 131 and 132. (3)

**ENGL 227 AFRICAN-AMERICAN LITERATURE.** This course offers a historical survey of writings by African Americans from the eighteenth century to the present, with emphasis on major contemporary writers. The course culminates in written term projects. It is a General Education core elective. Prerequisites: ENGL 131 and 132. (3)

**ENGL 231 WORLD LITERATURE.** Part I of this sequential course is a thematic survey of world classics in translation from antiquity to the sixteenth century, including works from Europe, the Middle East, India and China. Students are encouraged to think critically and creatively about how the literature of various cultures defines what it means to be human. A General Education core elective. Prerequisites: ENGL 131 and 132. (3)

**ENGL 232 WORLD LITERATURE.** Part II of this sequential course surveys world classics from the sixteenth century to the present with a thematic emphasis on Romantic heroes, Realistic heroines, and the colonial experience, including works from Europe, India, South America, Egypt, and South Africa. Students are encouraged to think critically and creatively about the impact of world cultures on contemporary global issues. A general education core elective. Prerequisites: ENGL 131 and 132. (3)

**ENGL 233 ADVANCED COMPOSITION.** This is the study of prose and poetic style. It gives students an opportunity to develop creative writing skills. In the process of developing their own style, students use models as framework for invention. Prerequisites: ENGL 131 and 132. (3)

**ENGL 235 MODERN AFRICAN LITERATURE.** This is a survey course that traces the development of Modern African literature with selected writers from different geographical locations. Prerequisites: ENGL 131 and 132. (3)

**ENGL 241 METHODS AND MATERIALS OF TUTORING.** This is a course that provides background knowledge of tutoring in America and exposes students to contemporary techniques and standards in tutoring. It is a prerequisite for students tutoring in writing (Interdepartmental). Prerequisites: ENGL 131 and 132. (3)

**ENGL 253 INTRODUCTION TO LITERARY GENRES.** An intensive course embracing the formal principles of literature, the identification of genres and the use of the vernacular of literary analysis, this sophomore-level course is required for English majors. Prerequisites: ENGL 131 and 132. (3)

**ENGL 290 BUSINESS AND TECHNICAL WRITING.** In this course, students learn the format, style, and vocabulary appropriate to different types of business and technical writing and produce a number of business and technical documents. Prerequisites: ENGL 131 and 132. (3)

**ENGL 300 RESEARCH METHODS.** The course is designed to prepare majors in a variety of disciplines for upper and graduate level research and writing, and to fulfill a research requirement in any department. The course also fosters critical thinking by encouraging students to examine and discuss their perspectives as well as bring together ideas and information from their respective disciplines. Prerequisites: ENGL 131 and 132. (3)



**ENGL 328 AMERICAN LITERATURE I.** Part I of the sequential course covers major American writers from the Colonial period to the Civil War. While attention is given to the cultural background of each period, the course is focused upon what is unique within the American literary tradition. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 329 AMERICAN LITERATURE II.** Part II is a continuation of the sequential course, beginning with the American Romantic Period and the Westward Movement and ending with contemporary American literature. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 332 ENGLISH LITERATURE FROM THE MIDDLE AGES TO THE RENAISSANCE.** This course covers major works from the Old English period to Shakespeare, with special emphasis on the Age of Chaucer. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 334 FROM RELIGION TO ENLIGHTENMENT: 17th & 18th CENTURIES.** In this course, the poetry, prose, drama, and fiction of major 17th & 18th century writers are considered in their intellectual, literary, and social contexts. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 337 THE ENGLISH LANGUAGE.** The course is divided into two parts: a historical study of the nature and form of the English language from its beginnings to the present, and a study of the various manifestations, functions, and uses of English today. This three credit hour course is required for English and English Education majors and is strongly recommended as an elective for majors in the liberal arts and social science disciplines. Prerequisites: ENGL 131 and 132. (3)

**ENGL 341 INTRODUCTION TO LINGUISTICS.** The course is designed to provide needed background to general principles in the study of English (and languages in general), to prepare English (and other language) majors for research into languages and for graduate studies in linguistics. Topics include the study of phonetics; grammar; word forms; meaning; language acquisition; language and society; language change; human, non-human, and artificial languages. Prerequisites: ENGL 131 and 132. (3)

**ENGL 431 SHAKESPEARE.** Representative plays of Shakespeare are studied in this course, with special consideration of his themes, characters, and language as a mirror of Elizabethan England. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 436 FROM WORDSWORTH TO WILDE: 19th CENTURY ENGLISH LITERATURE.** In this course, representative works by the great Romantic and Victorian poets, prose writers, and novelists are discussed within the historical and intellectual contexts of their age. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)



**ENGL 437 TWENTIETH CENTURY ENGLISH LITERATURE: LITERARY TEXTS IN A GLOBAL CONTEXT.** Representative works by significant poets, prose writers, dramatists, and novelists of the English language are studied within their aesthetic and global contexts. Emphasis is placed on the development of aesthetic values, evolving genres, and global literary and intellectual movements. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**ENGL 445 WOMEN'S STUDIES.** The course is designed to examine the experiences of women through an exploration of various literary texts. Students are required to write a research paper in this course. Prerequisites: ENGL 131 and 132. (3)

**FREN 131 ELEMENTARY FRENCH I.** Strictly conversational course for beginners. Emphasis on sentences and vocabulary related to everyday situations. Grammar is minimized. Fee required. (3)

**FREN 132 ELEMENTARY FRENCH II.** Introduction to spoken and written French, French culture and civilization through readings, magazines, records, and tapes. Prerequisite: FREN 131 Fee required. (3)

**FREN 231 INTERMEDIATE FRENCH I.** Intensive study of language through grammatical exercises, laboratory exercises, tapes, recordings, readings and conversation. Prerequisite: FREN 132 Fee required. (3)

**FREN 232 INTERMEDIATE FRENCH II.** Intensive study of language through grammatical exercises, laboratory exercises, tapes, recordings, readings and conversation. Prerequisite: FREN 231 Fee required. (3)

**FREN 233 BUSINESS COMMUNICATIONS I.** Reading, writing and discussion of contemporary business practices, with application of acquiring principles. Prerequisite: FREN 131 (3)

**FREN 234 BUSINESS COMMUNICATIONS II.** Continued reading, writing and discussion of contemporary business practices, with application of acquiring principles. Prerequisite: FREN 233 (3)

**FREN 235 CONVERSATION AND PHONETICS I.** Oral and written practice of the language. Prerequisite: FREN 131 (3)

**FREN 236 CONVERSATION AND PHONETICS II.** Continued oral and written practice of the language. Prerequisite: FREN 235 (3)

**FREN 331, 332 SURVEY OF FRENCH LITERATURE.** Readings and discussions of works from the Middle Ages to the Renaissance and from the Classical to the contemporary periods. English translations will be used for non-French majors. (3)

**FREN 333 FRENCH CIVILIZATION.** A study of the historical eras of France, her cultural development in relation thereto, with emphasis on the arts and philosophy. The French experience in Africa and the Caribbean will be discussed. In English. (3)

**FREN 334, 335 FRENCH LITERATURE OF THE 17TH & 18TH CENTURIES.** The Golden Age and Enlightenment in French Literature. (3)

**FREN 336 BLACK WRITERS IN FRENCH.** Major authors from Caribbean and African countries. (3)

**FREN 338, 339 FRENCH LITERATURE OF THE 19TH CENTURY.** A study of representative Romantic authors to 1850 and selected poetry, novels and plays to 1900. (3)

**FREN 401 FRENCH LITERATURE OF THE 20TH CENTURY.** Selected readings from the writers of the present century. (3)

**FREN 431, 432 SENIOR SEMINAR.** Advanced readings and written reports. Selection of a topic for investigation in one of the following fields: literature, linguistics, French history, French institutions, French philosophy and Black French writers. (3)

**GED 301 BIBLICAL PERSPECTIVES.** An overview study of the literary, historical and religious dimensions of the Old and New Testaments. Special attention is given to the themes of covenant, redemption, justice, righteousness, reconciliation, eschatology and hope. Adult learners are guided in an examination of biblical teachings in relation to daily life and individual purpose. (3) [Gateway Adult Learning Program]

**GED 302 SOCIAL PROBLEMS AND THEIR IMPACT IN THE WORKPLACE.** This module presents an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems. (3) [Gateway Adult Learning Program]

**GEO 332 REGIONAL GEOGRAPHY.** A study of the major geographical realms and regions of the world in accordance with various criteria, including physiography, culture, economics, politics, and religion. (3)

**GERM 131 ELEMENTARY GERMAN I.** Emphasis on sentences and vocabulary related to everyday situations. Fee required. (3)

**GERM 132 ELEMENTARY GERMAN II.** Introduction to spoken and written German, German culture, and civilization, through, readings, magazines, records and tapes. Prerequisite: GERM 131 Fee required. (3)

**GERM 231 INTERMEDIATE GERMAN I.** Continuation of classroom and laboratory practice in spoken and written German along with audio-visual materials to stimulate the learning process. Films, film strips and other audio-visual materials will be used to continue the introduction to the culture and civilization of German-speaking countries. Prerequisite: GERM 132 Fee required. (3)

**GERM 232 INTERMEDIATE GERMAN II.** Continuation of classroom and laboratory practice in spoken and written German along with audio-visual materials to stimulate the learning process. Films, film strips and other audio-visual materials will be used to continue the introduction to the culture and civilization of German-speaking countries. Prerequisite: GERM 231 Fee required. (3)

**HIST 133 HISTORY OF WORLD CIVILIZATION TO 1650.** A general survey of the emergence of civilizations on all continents and the contributions of diverse peoples to the development of various cultures. (3)

**HIST 134 HISTORY OF WORLD CIVILIZATION SINCE 1650.** A general survey of the growth and changes in various civilizations on all continents and the role and causes that increasing contact between traditionally isolated peoples played in the development of the modern world. (3)

**HIST 231 AMERICAN HISTORY I.** A survey of the contributions of Native American, European, and African peoples to the emergence of an American nation and culture from prehistory through the Reconstruction era. (3)

**HIST 232 AMERICAN HISTORY II.** A survey of the developments that have had the greatest influence on the American experience since the end of the Reconstruction era. (3)

**HIST 233 A SURVEY OF EUROPEAN HISTORY FROM 1500 TO 1879.** A study of the historical forces that shaped the development of European history between the Renaissance Movement and the French Revolution. (3)

**HIST 234 A SURVEY OF EUROPEAN HISTORY FROM 1879 TO THE PRESENT.** A study of the historical forces that shaped the development of modern Europe and Europe's impact on the world. (3)

**HIST 235 A SURVEY OF AFRICAN CULTURE AND CIVILIZATION I.** A general history of the accomplishments of African peoples from the origins of man until 1500 C.E. (3)

**HIST 236 A SURVEY OF AFRICAN CULTURE AND CIVILIZATION II.** A general survey of the African continent since the advent of European intrusion to the present. (3)

**HIST 324 AFRICAN-AMERICAN HISTORY I.** A survey of the African American experience in and contributions to American history from the advent of the Trans-Atlantic slave trade through the Civil War. (3)

**HIST 325 AFRICAN-AMERICAN HISTORY II.** A survey of the African American experience in and contributions to the United States since the end of the Civil War. (3)

**HIST 333 NORTH CAROLINA HISTORY.** A study of the key events and developments that have shaped the history of the state. (3)

**HIST 340 COLONIAL AMERICA, 1500-1775.** A detailed study of the American colonial experience from the late fifteenth century to the eve of the American Revolution. (3)

**HIST 350 THE EMERGING NATION, 1776-1899.** An in-depth analysis of the growth of the American Republic from the Revolution until the end of the nineteenth century. (3)

**HIST 360 TWENTIETH CENTURY AMERICA.** A close examination of the events and developments that led to the United States' status as a world economic and military superpower. (3)

**HIST 400 AMERICAN ENVIRONMENTAL HISTORY.** A survey of the interaction between humans and nature from pre-European and African contact to the present. (3)

**HIST 410 INTRODUCTION TO PUBLIC HISTORY.** A survey of non-academic careers available to history majors including historic preservation, archival management, museum, historical archaeology, historical publications, and historic site programs. (3)

**HIST 420 AMERICAN URBAN HISTORY.** Examines the forces that caused the United States to evolve from a predominantly rural to an overwhelmingly urban nation. (3)

**HIST 440 METHODS OF HISTORICAL RESEARCH.** An introduction to the theory and methods of historical inquiry including exploring and evaluating library, archival, and electronic source materials. (3)

**HIST 441 SEMINAR IN AMERICAN HISTORY.** A capstone course for history majors in which students will learn and apply the fundamentals of historical writing and the skills learned in HIST 440 to the production of a major research paper required for completion of the history major. Prerequisite: HIST 440 (3)

**HON 211 HONORS SEMINAR.** A seminar comprised of students enrolled in the Honors Program. Students explore an interdisciplinary topic through readings and research from two or more disciplines. (3)

**HON 400 HONORS THESIS AND RESEARCH PROJECT.** A course reserved for students in the Honors Program who plan to graduate with the Honors Program designation. Students will work with a major professor and with the Honors Director to design a thesis or project that requires the student to use appropriate research techniques and develop a significant topic that reflects competencies learned in the major. The paper/project will be presented to a body of peers and faculty. A research or thesis course in the department may be substituted for this course provided the work meets Honors standards and has been pre approved in writing by the Director of the Honors Program. (3)

**IHS 100 ENVIRONMENTAL HEALTH.** An introductory survey of air, water, and soil pollution and their adverse impact(s) on human health. The evolution of environmental health practices will be reviewed. Vectors causing disease and their control will be covered, as will the administration of environmental health programs. (3)

**IHS 100L ENVIRONMENTAL HEALTH LABORATORY.** Laboratory sessions will include presentations by guest lectures with expertise in specific course matter, multi-media presentations supportive of lecture topics, locating, searching, retrieving, and analyzing environmental health data, and writing reports on subject matter germane to current lecture topics. (3 hours per week) Fee required. Fall and Spring (1)

**IHS 231 INTRODUCTION TO OCCUPATIONAL SAFETY.** A general survey of occupational safety, including: historical perspectives of workplace safety, the Occupational Safety and Health Act, OSHA policies, safety and health inspections, recognizing accident potential, designing and implementing a safety program, Standards and Codes, machine guarding, lockout/tag out, accident investigation, fire protection, emergency planning, contractor safety, and job hazard analysis. (3)

**IHS 241 FUNDAMENTALS OF INDUSTRIAL HYGIENE - CHEMICAL/BIOLOGICAL STRESSORS.** An introduction to the anticipation, recognition, evaluation and control of workplace chemical and biological stressors. Topics covered include: the historical development of the field of industrial hygiene; regulatory review; guidelines and standards; a review of anatomy and physiology; hazards resulting from exposure to gases, vapors, particulate matter; surveying the workplace; sampling and analysis; biological monitoring; personal protective equipment; ventilation. Prerequisites: MATH 231; CHEM 142, 142L; and IHS 100, 100L. (3)

**IHS 242 LEGAL ASPECTS OF OCCUPATIONAL SAFETY AND HEALTH.** An introduction to occupational safety and health regulations and standards and an in-depth study of the Occupational Safety and Health Act of 1970. Prerequisites: IHS 231, 241 or concurrence. (2)



**IHS 244 FUNDAMENTALS OF INDUSTRIAL HYGIENE - PHYSICAL STRESSORS.** An introduction to the anticipation, recognition, evaluation and control of workplace physical stressors. Topics covered include: ergonomics and musculo-skeletal disorders; noise, vibration, mechanical and electrical energy, ionizing radiation and non-ionizing radiation, thermal stress, and hypo-/hyperbaric stress. Prerequisite: IHS 241. (3)

**IHS 250 INDUSTRIAL HYGIENE MEASUREMENTS LABORATORY.** A Laboratory course which concentrates on the calibration and use of industrial hygiene sampling equipment. Exercises include: sampler calibration and sampling methodologies; preparation of calibration standards; measurement techniques for particulate matter, gases and vapors, thermal stress, radiation, noise, and illumination; evaluation of laboratory hoods and local exhaust ventilation measurements; and use and evaluation of Material Safety Data Sheets. Fee required. (4)

**IHS 323 INDUSTRIAL HYGIENE TOXICOLOGY.** The effects of workplace exposure to toxic chemicals. Pathways of entry into the body, the dose-response relationship, acute and chronic effects of exposure, biotransformation mechanisms, the bases of workplace standards, ACGIH Threshold Limit Values(c) and biological standards will be discussed. Prerequisites: IHS 241 and CHEM 341. (3)

**IHS 331 QUANTITATIVE INDUSTRIAL HYGIENE.** This course focuses on calculation methods used in industrial hygiene and covers dimensional analysis, the SI system, industrial hygiene chemistry, air sampling, ventilation, noise, radiation, thermal stress, and statistics. A scientific calculator with statistical functions is required. Prerequisites: IHS 241; CHEM 241; and PHYS 243. (3)

**IHS 341 PROFESSIONAL INTERNSHIP.** An introductory work experience conducted under the auspices of the Industrial Hygiene and Safety Training Program specific to industrial hygiene and safety is provided to the student by an assigned employer. Each student intern must prepare a technical report summarizing the work experience and prepare and present a seminar. An evaluation report will be completed by the employer. Prerequisites: CHEM 342 and IHS 242, 323, and 331. (4)

**IHS 444 CONTROL METHODS IN INDUSTRIAL HYGIENE.** Techniques for the minimization or elimination of worker exposure to toxic materials. Substitution, isolation, and administrative controls will be discussed. Emphasis will be placed on ventilation and personal protective equipment. Prerequisites: IHS 241, 331 and MATH 231. (2)

**IHS 444L CONTROL METHODS LABORATORY.** Measurement techniques for the minimization or elimination of worker exposure to toxic materials. Emphasis will be placed on ventilation evaluation and the design, implementation, and assessment of a program for the management of personal protective equipment. Prerequisites: IHS 241, 331, and MATH 231. Fee required. (3 hours per week) (1)

**IHS 480 SPECIAL TOPICS.** A course comprising topical and timely issues in occupational and environmental safety and health consisting of presentations by faculty and invited speakers. Topics, in general, will include: current local and national legislative agenda, regulatory activity, technology updates, and other “hot issues.” Presentations are required of students on assigned current issues. Prerequisites: IHS 242, 244, 323, 331, 444, 444L, and BIOL 430. (3)

**INTBU 360 INTERNATIONAL TRADE.** A study of the principles of international trade patterns, theories of absolute and comparative advantage, classical and modern trade theory, tariffs, quotas, non-tariff barriers, and preferential trading arrangements. Prerequisites: ECON 235 and 236 or Instructor’s permission. (3)

**INTBU 442 INTERNATIONAL STUDY.** Students may elect to spend one semester in England, Jamaica or another approved country. Students may pursue a program of study abroad that would be equivalent to the program and semester credit hours offered at Saint Augustine’s College. All work completed successfully with a grade of “C” or better is transferable, so long as the foreign institution is an acknowledged and approved institution of post-secondary education. The student will register and pay the usual tuition and fees to Saint Augustine’s for the semester. Selected students are encouraged to supplement stipends with personal funds to the extent they deem appropriate. A minimum of twelve (12) semester credit hours. Study abroad is offered in the Spring Semester only.

**INTBU 451 INTERNATIONAL BUSINESS.** This primary objective of this course is to provide an understanding of an international perspective on the part of business managers. Provides an integrative framework for the study of the economic and competitive environment in which international business firms operate, and discusses the impact of these environments upon managerial tasks and decisions. Prerequisites: ECON 235 and 236. (3)

**INTBU 486 INTERNATIONAL BUSINESS LAW.** The study of legal principles governing international trade, focusing on broad contemporary unifying activities found in international conventions such as the European Economic Community Act, the International Banking Act, and the Carriage of Goods by Sea Act. Prerequisite: INTBU 360. (3)

**INTBU 487 INTERNATIONAL MARKETING.** The study of principles affecting international marketing designed to acquaint students with the growing importance of world marketing in the United States and the strategic issues involved. Prerequisites: BUS 251. (3)

**INTBU 488 INTERNATIONAL COMPARATIVE MANAGEMENT.** The study of corporate management styles of the United States and its major trading partners, and the effects of overseas investments of foreign economies with emphasis on the emerging managerial structures. Prerequisites: INTBUS 360 or Instructor’s permission. (3)

**INTBU 489 INTERNATIONAL ECONOMIC POLICY.** The study of current economic developments in foreign and United States economic policy. Topics include: international economic aid, trade, the United States' role in the international economy; exchange rate instability; balance of payments problems; and the role of institutions such as World Bank, International Monetary Fund, and GATT. Prerequisites: INTBUS 360 or Instructor's permission. (3)

**INTBU 490 SPECIAL TOPICS IN INTERNATIONAL STUDIES.** This capstone course provides an opportunity to demonstrate the knowledge and abilities acquired through prior study. Students do projects and seminar on topics selected on the basis of new and emerging business procedures, technology, and standards of practice in International Business. Evaluation process includes the writing and preparation of business research projects. Prerequisites: BUS 223, OMS 460, and Senior standing. (3)

**LIS 221 INTERDISCIPLINARY PERSPECTIVES IN THE HUMANITIES.** A multidiscipline study of the humanities in conjunction with other disciplines. The goal of this course is to apply the perspectives of two or more disciplines to problems of current concern in relation to the past. Topics will vary. General Education requirements. (3)

**MATH 090 INTERMEDIATE ALGEBRA.** Operations involving fractions, decimals, percents, and signed numbers, equations and inequalities, exponents and radicals, operations with polynomials, factoring, rational expressions, applications. (Not applicable to general education or major requirements.) (3)

**MATH 131 COLLEGE ALGEBRA.** Sets, functions, graphs, equations, inequalities, exponents, logarithms, progressions, binomial theorem, permutations and combinations, systems of linear equations, matrices and determinants, and mathematical induction. (3)

**MATH 132 FINITE MATHEMATICS.** Recommended for Business and Social Science majors. Probability, elementary statistics, linear programming and use of a graphing calculator. Prerequisite: MATH 131. (3)

**MATH 133 TRIGONOMETRY.** Right triangles, trigonometric functions, graphs, identities, trigonometric equations, and solving triangles. Prerequisites: MATH 131 or Consent of Instructor. (3)

**MATH 174 DISCRETE MATHEMATICS.** Binary number system, logic, truth tables, Boolean algebra, logic gates, vectors, matrices, linear equations, probability and statistics, order relations, graphs, graph theory, unstructured data types, and directed gates. Prerequisite: MATH 131. (3)

**MATH 201 INTRODUCTORY STATISTICS.** Descriptive statistics, probability, discrete and continuous random variables, statistical quality control, regression and correlation. The course gives students a working knowledge of statistics. Prerequisite: MATH 131. (3)

**MATH 230 INTRODUCTION TO LOGIC.** Premises and conclusions, deduction and induction, fallacies, propositions and inferences, symbolic logic, paradoxes and methods of deduction. Prerequisite: Math 131. (3)

**MATH 231 CALCULUS I.** Limits, continuity, derivatives and integrals of algebraic and trigonometric functions, and the Fundamental Theorem of Calculus. Prerequisites: MATH 131, 133, and/or Consent of Instructor. (4)

**MATH 232 CALCULUS II.** Area, volume, and other applications of integration, derivatives and integrals of transcendental functions, techniques of integration. Prerequisite: MATH 231. (4)

**MATH 233 MODERN MATHEMATICS.** Introduction to elementary logic, fundamentals of set theory, problem solving techniques, calculators and computers, introduction to algebra, and introduction to statistics. Prerequisite: MATH 131. (3)

**MATH 330 MODERN MATH.** This course introduces students to research based methods for learning, teaching, and assessing mathematics, the fundamentals of number theory, calculators, and computers, basic concepts and structures in Geometry, Algebra, Probability and Statistics. This course will focus upon understanding mathematical concepts and developing appropriate lessons and strategies for teaching those concepts to children. (3)

**MATH 331 CALCULUS III.** Infinite series, Taylor and McLaurin series, Taylor's series, polar coordinates, partial differentiation, multiple integration and applications. Prerequisite: MATH 232. (4)

**MATH 332 INTRODUCTION TO ANALYSIS.** This course is designed to integrate the various branches of mathematics which the student has studied previously. The development of the real number system involves a review of modern algebra, integral calculus, and some new concepts. Other topics such as advanced limits, series, and a study of other systems extend the students' understanding of calculus. Prerequisite: MATH 331. (3)

**MATH 334 MODERN ALGEBRA.** Sets, relations and functions, number systems, groups, rings, fields, polynomials over a field, and linear algebra. Prerequisite: MATH 232. (3)

**MATH 335 MODERN GEOMETRY.** Review of basic Euclidean and Analytic Geometry. Geometric transformations, fractal geometry, introduction to non-Euclidean geometries, and topological transformations. Prerequisites: MATH 331 or Consent of Instructor. (3)

**MATH 337 LINEAR ALGEBRA.** Linear equations, matrices, vectors, linear transformations, determinants, operations with matrices, eigenvalues and applications. Prerequisite: MATH 334. (3)



**MATH 338 DIFFERENTIAL EQUATIONS.** Methods of solutions of ordinary differential equations, applications, solution by series. Prerequisite: MATH 331. (3)

**MATH 425 MATHEMATICS SEMINAR.** Recommended for mathematics majors during the second semester of their senior year. Discussion of topics on the modern developments in mathematics not normally covered in the undergraduate program. Problem solving techniques, test-taking skills and critical thinking will be emphasized. Prerequisite: Consent of Instructor. (2)

**MATH 433 PROBABILITY AND STATISTICS.** Focusing on the logical development of the framework of mathematical statistics, this course deals with exploratory data analysis techniques, probability, discrete and continuous probability distributions, sampling, estimation, hypothesis testing, confidence methods, and regression analysis. Prerequisite: MATH 232. (3)

**MATH 435 STATISTICAL INFERENCE.** This course introduces some of the basic concepts and techniques of statistical inference that are applied to various fields; point and interval estimation of popular parameters; hypothesis testing, including the use of T, X, and F tables. Simple linear regression and correlation. Prerequisite: MATH 433. (3)

**MATH 450 SPECIAL TOPICS IN INDUSTRIAL MATHEMATICS.** Solutions to real-world problems from industry. Mathematical modeling and interpretation of results. Various models from a wide range of applications will be studied. Models may include the use of statistics and differential equations. Major topics and issues in industrial mathematics to be chosen by the instructor. Prerequisites: MATH 201, 337 and 338, or Consent of Instructor. (3)

**MATH 495 SENIOR MATH RESEARCH I.** Supervised introductory research principles with departmental consent. Reports required. Prerequisite: MATH 338. Fee required (3)

**MATH 496 SENIOR MATH RESEARCH II.** Supervised research project with departmental consent. Research paper required. Prerequisite: MATH 495. Fee required (3)

**MS 101 INTRODUCTION TO ROTC (And to the College).** Make your first new peer group at College one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. One-hour and a required leadership lab, MS101L, plus optional participation in a one hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged (and fun!). Open to all Students. Fee required. (2)



**MS 101L, 102L, 201L and 202L LEADERSHIP LABORATORY.** Open only to (and required of) students in the associated Military Science course. Series, with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life.

**MS 102 INTRODUCTION TO LEADERSHIP.** Learn/apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. One-hour and a required leadership lab, MS102L, plus optional participation in a one hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. Open to all Students. Fee required (2)

**MS 131 READING ACROSS THE CURRICULUM.** This is a College-level reading and writing course designed to enhance the reading comprehension, vocabulary, and writing skills of enrolled cadets and to assist them in acquiring the skills necessary to score at or above the 80th percentile on the Nelson Denny Reading Test. Emphasis is placed on the reading of expository texts, short stories, and poetry from a variety of sources, vocabulary building, and the process of writing. (3)

**MS 131M COLLEGE ALGEBRA.** Sets, functions, graphs equations, inequalities, exponents logarithms, progressions binomial theorem, permutations and combinations, systems of linear equations, matrices and determinants and mathematical induction. The college algebra courses are designed to provide instruction in basic mathematics skills, algebra, geometry and advanced algebra. In some instances, logic computer and calculus are interjected into the course content. (3)

**MS 132 ENGLISH EXPRESSION AND WRITING ACROSS THE CURRICULUM.** An interdisciplinary linked model course between the reading and writing assignments and the content area General Education course. Students learn the techniques of writing and the composition of research and argumentation. They also utilize computers in the development of their research papers. Essentially a workshop, the course seeks to impress upon students the power and utility of language. Students enhance their writing skills by writing and re-writing; therefore, revision is the very heart of the course. Each student will take a pre-test and post-test that will be used to evaluate his or her writing skills. As required, Army writing topics and skills must be implemented and satisfied according to military standards. (3)

**MS 161 BUSINESS MATH AND QUANTITATIVE METHODS.** This course will include, as required, the following: study of problem solving for managerial and operational decisions, analysis and interpretation of other currencies, investments, financial statements, checks and balances as they relate to daily living, review of College algebra principles, computer practical mathematics, salary and wage computations, budgeting, interest rates, and financial planning. Students will learn the basic concepts of probability, forecasting, inventory, budgeting, and other practical problems in consumer and business math as it relates to everyday experiences and the military, worldwide exposure.

**MS 201C COMMUNICATION SKILLS.** An extension of the concepts of purposeful writing and speaking by emphasizing research, organization, clarity in communications and the use of interpersonal skills and listening skills for the development of both spoken and written assignments. Recommended for MS-III, MS-IV, and MS-V cadets, this course seeks to improve cadet's knowledge and use of Standard English and to teach cadets to effectively prepare and deliver speeches. The fundamental theory and practice of public speaking is emphasized. (3)

**MS 201 SELF AND TEAM DEVELOPMENT.** Learn/apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, and coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Two hours and a required leadership lab, MS201L, plus required participation in a two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. Open to all Students. Fee required. (2)

**MS 202 INDIVIDUAL/TEAM MILITARY TACTICS.** Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, MS202L, plus required participation in two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. Open to all Students. Fee required. (2)

**MS 210 CAMP CHALLENGE.** A six-week summer camp conducted at an Army post. The student receives pay. Travel, lodging and the Army defrays most meal costs. The environment is rigorous, and is similar to Army Basic Training. No military obligation incurred. Open only to students who have not taken all four of MS 101, 102, 201 and 202, and who pass a physical examination (paid for by ROTC). Completion of MS 210 qualifies a student for entry into the Advanced Course. Three different cycles offered during the summer, but the Army limits spaces. Candidates can apply for a space any time during the school year prior to the summer. (6)

**MS 301 LEADING SMALL ORGANIZATIONS I.** Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit defensive tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leading. Three hours and a required leadership lab, MS301L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. Prerequisite: Successful completion of Basic Course requirements. Fee required. (3)

**MS 301L, 302L, 401L and 402L ADVANCED COURSE LEADERSHIP LABORATORIES.** Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions.

**MS 302 LEADING SMALL ORGANIZATIONS II.** Continues methodology of MS 301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab, MS 302L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is required; two other weekend exercises optional. Prerequisite: Successful Completion of MS 301. Fee required (3)

**MS 310 ROTC ADVANCED CAMP.** A five-week camp conducted at an Army post. Only open to (and required of) students who have completed MS 301 and 302. The student receives pay. Travel, lodging and the U.S. Army defrays most meal costs. The Advanced Camp environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on a Pass/Fail basis only, the leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type commission and job opportunities given to the student upon graduation from ROTC and the University. Prerequisites: MS 301 and 302. Cadets will put into practice the leadership, tactical and soldier skills learned in the classroom and lab. (6)

**MS 401 LEADERSHIP CHALLENGES AND GOAL-SETTING.** Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals; put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Three hours and a required leadership lab, MS401L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. Prerequisite: Successful Completion of MS 302. Fee required. (3)

**MS 402 TRANSITION TO LIEUTENANT.** Continues the methodology from MS 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as relate to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab, MS402L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. Fee required. (3)

**MS 432 SURVEY OF MILITARY HISTORY.** A performance-based information program designed to examine the lessons of history and apply the lessons to the treatment of contemporary military problems. This objective is accomplished by presenting students an historic survey of warfare and the relationship between the soldier and the state. Required for Commissioning. (3)

**MUSIC 102, 202, 302, 402 INSTRUMENTAL ENSEMBLE.** Designed to provide experiences in small combinations of orchestral and band instruments. This course will provide instrumentalists with special opportunities to grow through small ensemble performances. This course may be repeated at each level one additional time for credit. Prerequisites: Permission of Instructor. Fee required. (1/2)

B - Brass Ensemble  
P - Pep Band

D - Percussion Ensemble  
W - Woodwinds Ensemble

J - Jazz Ensemble

**MUSIC 111 CLASS PIANO.** Designed to meet the needs of Elementary Education majors as well as music majors and students who pursue a concentration in music and who have little to no previous experience at the piano. An introduction to music reading as related to the keyboard, five finger hand positions and transpositions, primary chords in various positions, basic scales in ascending and descending order for one octave, and the use of the pedals. Fee required. (1)

**MUSIC 112 INDIVIDUAL INSTRUMENT.** Applied study of solo literature for band or orchestral instruments. A student majoring in music education will choose an instrument as his/her major performing medium. Seven to eight hours on one instrument constitutes the minimum requirement to major in that instrument. This course may be repeated one additional time for credit. Prerequisite: Permission of Instructor. Fee required. (1)



112A - Flute	112B - Oboe	112C - Bassoon	112D - Clarinet
112E - Saxophone	112F - Percussion	112G - Trumpet	112H - French Horn
112I - Trombone	112J - Euphonium	112K - Tuba	112L - Violin
112M - Viola	112N - Violoncello	112O - Double Bass	

**MUSIC 113A CLASS VOICE.** (Music majors). A sequence of study in voice building, voice placement, breathe control, diction, and expressive singing. Emphasis will be placed on the ability to detect vocal problems as well as on the vocal mechanism — its problems and cures. The class will use English and Italian Art songs. Fee required. (1)

**MUSIC 113B CLASS VOICE.** (Non-Music majors). A sequence of study in voice building, voice placement, breathe control, diction, and expressive singing. Fee required. (1)

**MUSIC 114 INDIVIDUAL PIANO.** Instruction in piano offered to meet the needs of the individual student at the various stages of his/her achievement. Emphasis is placed on acquiring suitable technique and a repertory of standard piano selections, representing the Baroque, Classical, Romantic and Modern schools, according to the ability of the student. Materials include a study of major and minor scales; arpeggios in major keys; appropriate studies by such composers as Czerny, Heller and Burgmuller; two-part Inventions by Bach; sonatinas by Clementi and Kuhlau; and the easier compositions of Chopin and Schumann. This course may be repeated one additional time for credit. Prerequisite: Admission by Instructor's approval. Fee required. (1)

**MUSIC 115 INDIVIDUAL VOICE.** Includes instruction in voice placement, breath control, free emission of vowels and consonants, vocalizing interpretation of folk songs, art songs, and other standard vocal literature of the Baroque, Classical, Romantic, and Modern Schools, according to the ability of the student. Materials for the first year of study are taken from the easy secular and sacred songs of English and old Italian literature. This course may be repeated one additional time for credit. Prerequisite: Admission by Instructor's approval. Fee required. (1)

**MUSIC 116 INDIVIDUAL ORGAN.** Foundation teaching in organ playing, based on pedal studies, trios, hymns and representative works from the Baroque, Classical, Romantic, and Modern Schools. The student is prepared for church work. This course may be repeated one additional time for credit. Prerequisites: MUSIC 114 and Approval of Instructor. Fee required. (1)

**MUSIC 117 COLLEGE CHOIR.** The study and performance of selected sacred and secular choral literature of all periods. Emphasis is placed on the development of reading skills, basic vocal technique, and interpretation of musical scores. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Fee required. (1/2)



**MUSIC 118 GOSPEL CHOIR.** The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Fee required. (1/2)

**MUSIC 119 COLLEGE BAND.** All music majors are encouraged to gain experience in instrumental music through membership in the band. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Fee required. (1/2)

**MUSIC 120 FUNDAMENTALS OF MUSIC.** Designed for music majors who show deficiency in the basic knowledge and skills of music theory. All rudiments of music requisite to serious study of music theory will be introduced. Majors in music must pass this course with a minimum grade of "B" and pass the music theory placement examination before proceeding to Elementary Harmony 131-132. Fee required. (2)

**MUSIC 121 MUSIC SKILLS I.** An Introduction to Applied Principles. Emphasis will be placed upon hearing pitches accurately and singing and writing of rhythms and pitches associated with solfège syllables and standard music notation. (1)

**MUSIC 122 MUSIC SKILLS II.** Principles of applied musicianship utilized to perform actual musical compositions in a variety of styles and idioms. Prerequisite: MUSIC 121. (1)

**MUSIC 131 MUSIC THEORY I.** Covers the fundamentals of music theory necessary for the successful completion of Music 132. It includes the study of scale and chord formation, formation and recognition of melodic and harmonic intervals, I, IV, I, and V7, chords and inversions, transposition, meter and rhythmic counting. Emphasis will be placed on the study of all keys, major and minor. (3 contact hours weekly) Prerequisite: MUSIC 120. (2)

**MUSIC 132 MUSIC THEORY II.** A continuation of Music Theory I with the introduction of passing tones and seventh chords with their inversions. Harmonization of melodies, figured, and unfigured basses. Credit may be received by test at the freshman level. (3 contact hours weekly). Prerequisite: MUSIC 131. (2)

**MUSIC 135 MUSIC APPRECIATION.** A non-technical course for students with limited musical background which emphasizes the style and form of music as perceived by the listener. Fee required. (3)

**MUSIC 211 CLASS PIANO.** Continuation of skills and concepts developed in Music 111 with scales for two octaves and chord progressions with secondary and seventh chords, and simple melodic harmonization. Prerequisites: MUSIC 111. Fee required. (1)

**MUSIC 212 INDIVIDUAL INSTRUMENT.** A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisites: MUSIC 112. Fee required. (1)

212A - Flute	212B - Oboe	212C - Bassoon	212D - Clarinet
212E - Saxophone	212F - Percussion	212G - Trumpet	212H - French Horn
212I - Trombone	212J - Euphonium	212K - Tuba	212L - Violin
212M - Viola	212N - Violoncello	212O - Double Bass	

**MUSIC 213 CLASS VOICE.** (music majors and minors). Advanced study of the teaching of vocal technique in choral and solo literature. The class will be structured as a clinic and will utilize vocal and choral literature from the various periods of music history. Prerequisite: MUSIC 113 Fee required. (1)

**MUSIC 214 INDIVIDUAL PIANO.** A continuation of Music 114. Major and minor scales in quarter and eighth notes; selected studies from Czerny, Heller, Burgmuller, and others; selections from "Little Preludes and Fugues" by Bach; selected compositions by Classical, Romantic, and Modern composers. This course may be repeated one additional time for credit. Prerequisite: MUSIC 114. Fee required. (1)

**MUSIC 215 INDIVIDUAL VOICE.** A continuation of Music 115, including technical studies in breathing, posture, diction, and the development of range and expressiveness. Materials on this level include easy oratorio literature as well as the songs and arias of Bach, Handel, and Haydn in English and Italian song literature. This course may be repeated one additional time for credit. Prerequisite: MUSIC 115. Fee required. (1)

**MUSIC 216 INDIVIDUAL ORGAN.** A continuation of Music 116, including technical studies and repertoire from all stylistic periods. This course may be repeated one additional time for credit. Prerequisite: MUSIC 116. Fee required. (1)

**MUSIC 217 COLLEGE CHOIR.** The study and performance of selected sacred and secular choral literature of all periods. Emphasis is placed on the development of reading skills, basic vocal technique and interpretation of musical scores. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisite: MUSIC 117. Fee required. (1/2)

**MUSIC 218 GOSPEL CHOIR.** The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisite: MUSIC 118. Fee required. (1/2)

**MUSIC 219 COLLEGE BAND.** All music majors are encouraged to gain experience in instrumental music through membership in the band. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisite: MUSIC 119. Fee required. (1/2)

**MUSIC 221 MUSIC SKILLS III.** Chromaticism and irregular rhythms will be introduced. Dictation and other written exercises will supplement performance. Students are expected to demonstrate increased independence in sight-reading musical scores without the aid of a pitch source. Prerequisites: MUSIC 121 and 122. (1)

**MUSIC 222 MUSIC SKILLS IV.** Music in the 19th and 20th century harmonic idioms will be used for sight-reading and dictation exercises. Final assignments must be performed before music faculty as part of final applied examinations. Prerequisite: MUSIC 221. Spring (1)

**MUSIC 223 CLASS INSTRUMENT.** (Percussion) Basic Fundamentals and actual playing experience on the percussion instruments. Special emphasis will be given to the study of drum rudiments and those techniques essential to other percussion instruments. Prerequisite: MUSIC 132. Fee required. (1)

**MUSIC 224 CLASS INSTRUMENT.** (Woodwinds) Basic fundamentals and actual playing experience on instruments of the woodwind family; designed so that the student will know the basic fingerings, care and adjustment of the instrument, a knowledge of the mouthpiece, and an understanding of the proper embouchure for performance. Special emphasis will be directed toward the production of proper tone quality. Prerequisites: MUSIC 132. Fee required. (1)

**MUSIC 225 CLASS INSTRUMENT.** (Brass) Basic fundamentals and actual playing experience on instruments of the brass family; designed so that the student will learn the basic fingering, care and adjustment of the instrument, and acquire a knowledge of the mouthpiece and an understanding of the performance of these instruments. Special emphasis will be directed toward the production of proper tone quality. Prerequisites: MUSIC 132. Fee required. (1)

**MUSIC 226 CLASS INSTRUMENT.** (Strings) Basic fundamentals and actual playing experience on the string instruments. Special emphasis will be given to bowing, fingering positions and other unique characteristics of the string family. Prerequisite: MUSIC 132. Fee required. (1)

**MUSIC 227 CONDUCTING TECHNIQUES.** The study of procedures, techniques and problems pertinent to the conducting of vocal and instrumental ensembles. Laboratory experience is gained in the band, choir and other ensembles, as well in the conducting classes. Prerequisites: MUSIC 222 and 232. (1)

**MUSIC 228 CHORAL CONDUCTING AND LITERATURE.** A continuation of Music Conducting Tech., with emphasis upon practical applications. Provides more specialized training for vocal/choral music education majors. Prerequisite: MUSIC 227. (1)

**MUSIC 229 INSTRUMENTAL CONDUCTING AND LITERATURE.** A continuation of Conducting Tech., with emphasis upon practical applications. Provides more specialized training for instrumental music education majors. Prerequisite: MUSIC 227. (1)

**MUSIC 231 MUSIC THEORY III.** Study of harmonic progression in the major and minor modes and rules of usual and exceptional voice leading, using the chorale settings of J.S. Bach as models. All non-harmonic tones will be studied. Triads and seventh chords (dominant and non-dominant) in all inversions. Prerequisite: MUSIC 132. (2)

**MUSIC 232 MUSIC THEORY IV.** Study of ninth, eleventh, and thirteenth chords. Chromatic harmony will include the study of borrowed chords from minor and major, the Neapolitan sixth, the augmented sixths, secondary dominants and other chromatically altered chords. Elementary and advanced modulation practices will be studied. Prerequisite: MUSIC 231. (2)

**MUSIC 237 MEDIEVAL AND RENAISSANCE HISTORY AND LITERATURE.** Survey of representative works from the early Christian era to 1500. (2)

**MUSIC 238 MUSIC AND WORLD CULTURES.** A comparative study of music from selected non-western traditions. (2)

**MUSIC 241 CHAMBER ENSEMBLE LITERATURE.** Introduces students to the instructional functions served by small ensemble performances and provide references for further study. Spring (1)

**MUSIC 242 MARCHING BAND TECHNIQUES.** Prepares instrumental music education majors to direct the preparation of marching band performances. Fall (Odd years) (1)

**MUSIC 243 DICTION I.** Introduces vocal majors to Latin, Italian, and English diction for singers. (1)

**MUSIC 244 DICTION II.** Continues instruction in English diction and introduce French and German diction for singers. Prerequisite: MUSIC 243 (1)

**MUSIC 245 JAZZ IMPROVISATION I.** Provides an introduction to the basic principles of jazz improvisation; practical study of scales, patterns, and chord progressions; and major style developments in the tradition of jazz. This course may be repeated two additional time for credit. Fee required. (1)

**MUSIC 246 JAZZ IMPROVISATION II.** Continuation of the basic principles of jazz improvisation; practical study of scales, patterns, and chord progressions; and major style developments in the tradition of jazz. Prerequisite: MUSIC 245 Fee required. (1)

**MUSIC 251 PEDAGOGY I.** Provides prospective teachers of applied music with theories and practical experiences in the techniques of teaching. Fee required. (1)

251A - Flute	251B - Oboe	251C - Bassoon
251D - Clarinet	251E - Saxophone	251F - Percussion
251G - Trumpet	251H - French Horn	251I - Trombone
251J - Euphonium	251K - Tuba	251L - Violin
251M - Viola	251N - Violoncello	251O - Double Bass
251P - Piano	251Q - Organ	251V - Voice

**MUSIC 252 PEDAGOGY II.** Continues exposure to theories of applied music instruction, but place increasing emphasis upon practical teaching experiences. Fee required. (1)

252A - Flute	252B - Oboe	252C - Bassoon
252D - Clarinet	252E - Saxophone	252F - Percussion
252G - Trumpet	252H - French Horn	252I - Trombone/Baritone
252J - Euphonium	252K - Tuba	252L - Violin
252M - Viola	252N - Violoncello	252O - Double Bass
252P - Piano	252Q - Organ	252V - Voice

**MUSIC 311 CLASS PIANO.** Introduction of simple solos and continuing harmonization of folk melodies with various types of accompaniments. Prerequisite: MUSIC 211. Fee required. (1)

**MUSIC 312 INDIVIDUAL INSTRUMENT.** A continuation of the study of solo literature for orchestral and band instruments. This course may be repeated one additional time for credit. Prerequisite: MUSIC 212. Fee required. (1)

312A - Flute	312B - Oboe	312C - Bassoon	312D - Clarinet
312E - Saxophone	312F - Percussion	312G - Trumpet	312H - French Horn
312I - Trombone	312J - Euphonium	312K - Tuba	312L - Violin
312M - Viola	312N - Violoncello	312O - Double Bass	

**MUSIC 314 INDIVIDUAL PIANO.** A continuation of Music 214. Technical work is continued and compositions studied may include a sonata by Haydn, Mozart, or Beethoven; "Songs Without Words" by Mendelssohn; "Three Part Inventions" by Bach; selected preludes and fugues from the "Well Tempered Clavier by Bach; and selections by twentieth century composers. This course may be repeated one additional time for credit. Prerequisite: MUSIC 214. Fee required. (1)

**MUSIC 315 INDIVIDUAL VOICE.** A continuation of MUSIC 215, including technical studies and the study of arias and art songs in English, Italian, German, and/or French of increasing range and difficulty. Prerequisites: Consent of instructor. This course may be repeated one additional time for credit. Prerequisite: MUSIC 215. Fee required. (1)



**MUSIC 316 INDIVIDUAL ORGAN.** A continuation of MUSIC 216 in technical studies and repertoire. Representative works from all periods are studied. This course may be repeated one additional time for credit. This course may be repeated one additional time for credit. Prerequisite: MUSIC 216. Fee required. (1)

**MUSIC 317 COLLEGE CHOIR.** The study and performance of selected sacred and secular choral literature of all periods. Emphasis is placed on the development of reading skills, basic vocal technique and interpretation of musical scores. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisite: MUSIC 217. Fee required. (1/2)

**MUSIC 318 GOSPEL CHOIR.** The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisite: MUSIC 218. Fee required. (1/2)

**MUSIC 319 COLLEGE BAND.** All music majors are encouraged to gain experience in instrumental music through membership in the band. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisite: MUSIC 219. Fee required. (1/2)

**MUSIC 323 COMPOSITION.** Provides a basic understanding of the educational and creative value of electronic compositional procedures. In addition to the reviewing of representative literature, the course will require the student to compose concrete and other various sound sources. Prerequisites: MUSIC 232 and/or Permission of the Instructor. (3)

**MUSIC 325-326 SURVEY OF AFRICAN AMERICAN MUSIC.** Fall session introduces the heritage of African-American music that remains central to the American cultural fabric. African origins, slave traditions, concert music by black composers, jazz, and popular idioms are discussed and supplemented with listening assignments. Spring session is a survey of selected world music cultures, including African, African-American, Native American, East European, and Indian traditions. (3)

**MUSIC 328 COMMERCIAL PERFORMING SKILLS.** Provides functional foundation for playing chords and diverse voicing with selected melodic structures. Reading charts will be emphasized. (May be repeated for credit.) (2)

**MUSIC 329 COMMERCIAL MUSIC ARRANGING.** Techniques, methods, and materials used in arranging traditional and original music for commercial purposes are illustrated and discussed. Musical arrangements prepared for professional recording sessions are studied and analyzed. The practicum includes the preparation of arrangements for studio recording. Prerequisites: MUSIC 232 and 341. (2)

**MUSIC 331 COMPUTER TECHNOLOGY FOR MUSICIANS.** Introduces students to general and particular applications of technology to research and education in music. Fee required. (3)

**MUSIC 333 JUNIOR RECITAL.** All music majors are required to perform in a public recital during the junior year. Prerequisite: Junior level in Applied Music. Fee required. (1/2)

**MUSIC 334 PUBLIC SCHOOL MUSIC.** Required of prospective elementary school teachers, a music course that emphasizes the application of educational principles and other views of educational thought, methods, materials and musical experiences (listening, singing, movement, etc.) and activities for teaching music on the elementary level. (3)

**MUSIC 335 MUSIC SEMINAR.** Presents a variety of music topics not usually discussed in classes in the prescribed curriculum. The topic may be chosen from the music literature of the present as well as the past. The purpose of these activities is to enrich and broaden the musical experiences of the students through practical performances. May be repeated once for credit. Required of all music majors. (0)

**MUSIC 337 BAROQUE AND CLASSICAL HISTORY AND LITERATURE.** Survey of Literature from the Period 1500-1800. (2)

**MUSIC 338 ROMANTIC AND 20TH CENTURY HISTORY AND LITERATURE.** A Survey of Music from 1800 through the Present. (2)

**MUSIC 341 INSTRUMENTAL AND CHORAL ARRANGING.** A shared course devoted to the devices and techniques of arranging for various instrumental and choral ensembles. Study of some standard instrumental and choral scores. Designed for music education majors and others generally interested in composition and arranging. Prerequisites: MUSIC 223, 224, 225, 226, 231 and 232. (2)

**MUSIC 411 INTRODUCTION TO ELECTRONIC TECHNOLOGY.** An introduction to musical applications of digital technology. Prerequisite: MUSIC 311. Fee required. (1)

**MUSIC 412 INDIVIDUAL INSTRUMENT.** A continuation of the study of solo literature for orchestral and band instruments in preparation for the senior recital. This course may be repeated one additional time for credit. This course may be repeated one additional time for credit. Prerequisite: MUSIC 312. Fee required. (1)

412A - Flute	412B - Oboe	412C - Bassoon	412D - Clarinet
412E - Saxophone	412F - Percussion	412G - Trumpet	412H - French Horn
412I - Trombone	412J - Euphonium	412K - Tuba	412L - Violin
412M - Viola	412N - Violoncello	412O - Double Bass	

**MUSIC 414 INDIVIDUAL PIANO.** Continuation of MUSIC 314; Prerequisite: Consent of Instructor. This course may be repeated one additional time for credit. Prerequisite: MUSIC 314. Fee required. (1)

**MUSIC 415 INDIVIDUAL VOICE.** Provides advanced vocal techniques and literature. Prerequisites: Consent of Instructor. This course may be repeated one additional time for credit. This course may be repeated one additional time for credit. Prerequisite: MUSIC 315. Fee required. (1)

**MUSIC 416 INDIVIDUAL ORGAN.** A continuation of MUSIC 316 in technical studies and repertoire. This course may be repeated one additional time for credit. Prerequisite: MUSIC 316. Fee required. (1)

**MUSIC 417 COLLEGE CHOIR.** The study and performance of selected sacred and secular choral literature of all periods. Emphasis is placed on the development of reading skills, basic vocal technique and interpretation of musical scores. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisite: MUSIC 317. Fee required. (1/2)

**MUSIC 418 GOSPEL CHOIR.** The study and performance of selected gospel choral literature used for contemporary sacred worship. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisite: MUSIC 318. Fee required. (1/2)

**MUSIC 419 COLLEGE BAND.** All music majors are encouraged to gain experience in instrumental music through membership in the band. This course is open to any student meeting eligibility requirements of the director. This course may be repeated one additional time for credit. Prerequisites: MUSIC 319. Fee required. (1/2)

**MUSIC 423 INTRODUCTION TO CHURCH MUSIC.** Function of the keyboards, the choir, and the clergy in the church service. Sacred music will be studied in relation to the liturgy. Prerequisite: Consent of the instructor. (2)

**MUSIC 429 INDEPENDENT STUDIES.** Provides an opportunity for students to pursue directed study, upon the approval of faculty. (Because much of music instruction is necessarily adapted to strengths and needs of individual students, this course is designed to meet, at the advanced level, specialized needs, which have been identified through the advisement process). (3)

**MUSIC 433 SENIOR MUSIC RECITAL.** All music majors with concentrations in Pedagogy or Church Music are required to present either a joint or solo recital during the senior year in the medium of the major concentration. This will be considered as the eighth semester hour in the applied music area. The recital may be presented before the public or before departmental faculty. Fee required. Fall and Spring (1)

**MUSIC 437 SURVEY OF CONTEMPORARY POPULAR MUSIC.** Covers a variety of musical styles, including jazz, rhythm and blues, gospel, rock, and standard-popular and country western. Evaluation of performance in the various styles is a prime objective. Emphasis is placed on listening to selected recording; aural analysis and comparative discussions of the various styles are a prime objective. Emphasis on listening to selected recordings, aural analysis and comparative discussions of the various style characteristics. (2)

**MUSIC 441 STUDIO RECORDING TECHNIQUES I.** Provides theoretical and practical experience in techniques of sound productions, recording microphones, taping and board equipment. Proper techniques associated with the use of multi-track recording equipment and allied hardware will be applied. Prerequisites: MUSIC 411 and/or Permission by instructor. (3)

**MUSIC 442 STUDIO RECORDING TECHNIQUES II.** Continuation of MUSIC Studio Recording Techniques I. In addition to the further development of traditional recording procedures, computer applications will be explored. Prerequisite: MUSIC 441. (3)

**MUSIC 443 SPECIAL TOPICS IN MUSIC INDUSTRY.** Covers the legal and ethical aspects of the music industry, including copyrights, contracts and union and labor laws as these relate to the music and entertainment business. Prerequisites: MUSIC 328, 329, 331, and 437. (3)

**MUSIC 444 INTERNSHIP IN MUSIC INDUSTRY/ARTS MANAGEMENT.** Provides supervised activities in the arts through work in public and private businesses and organizations. This normally provides continuous, ongoing interactions with the business aspects of music. Prerequisite: Senior Level and Administrative approval. (6)

**ORGD 415 GROUP AND ORGANIZATIONAL BEHAVIOR.** This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals. (3) [Gateway Adult Learning Program]

**ORGD 425 ORGANIZATIONAL COMMUNICATION.** This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving nonverbal communication, constructive feedback, dealing with anger, and resolving conflict. (3) [Gateway Adult Learning Program]

**ORGD 435 ORGANIZATIONAL CONCEPTS.** Adult learners examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Adult learners will also analyze and solve organizational problems using a step-by-step methodology. This analysis will be applied to adult learners' work-related independent study projects. (3) [Gateway Adult Learning Program]



**ORGD 445 HUMAN RESOURCE ADMINISTRATION.** Adult learners explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations. (3) [Gateway Adult Learning Program]

**ORGD 455 PERSONAL VALUES AND ORGANIZATIONAL ETHICS.** Several major ethical theories are reviewed. Adult learners are asked to examine personal values through readings and workplace analysis to formulate a management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle in the contemporary world. (3) [Gateway Adult Learning Program]

**ORGD 465 ACTION RESEARCH PROJECT.** The Action Research project is a major research effort designed to enhance knowledge in an area related to one's work or community and provide research skills to assist in effective decision-making. The adult learner completes a research project related to his/her employment environment. Statistical analysis concepts and methods assist the adult learner in identifying a topic, collecting data, and measuring results. A college facilitator monitors the progress of the independent study, and an on-site contact makes certain that the adult learner devotes at least 200 clock hours to the project. An oral report of project findings is given by each adult learner in this semester. (5) [Gateway Adult Learning Program]

**PE 101 WELLNESS CONCEPTS.** This course is geared towards helping the students to take charge of their life through an understanding of and introduction to wellness practices and personal development. A team teaching approach is used to provide knowledge and understanding of the various components of overall fitness and wellness, and to develop practices that will lay the foundation for students to develop a wellness attitude. A special session on AIDS and HIV will be covered. Instruction on how to identify and assess one's own risk factors and develop solutions will be given. (1)

**PE 102-116.** Required PE courses may only be taken from those listed PE 102-116. Students are *not permitted* to enroll in the same course numbers and activities more than one (1) time in meeting their course requirements in the required Physical Activity program.

**PE 102 BASEBALL.** This team sport is geared to the interests and needs of the students. This course deals with all aspects of the sport of baseball as an activity geared toward team play. Fee required. (1/2)

**PE 103 SOFTBALL.** This course deals with basic knowledge, techniques, and the practice of the fundamental skills of softball. Fee required. (1/2)

**PE 104 VOLLEYBALL.** This course covers the fundamental knowledge, techniques, and practical skills of volleyball as a team sport. Fee required. (1/2)



- PE 105 BASKETBALL.** This team sport activity deals with fundamental skills, techniques, knowledge and participation in basketball as a team sport. Fee required. (1/2)
- PE 106 GYMNASTICS, TUMBLING AND TRAMPOLINE.** This course is planned for the development of basic knowledge, techniques and fundamental skills for stunts and tumbling. Fee required. (1/2)
- PE 107 BADMINTON.** This course covers the fundamental skills and knowledge of the sport. This course deals with participation and activity as an individual and team sport. Fee required. (1/2)
- PE 109 TRACK AND FIELD.** This course covers the basic knowledge, practices, techniques, and fundamentals of track and field. Fee required. (1/2)
- PE 110 GOLF.** This course deals with the fundamental skills, knowledge, techniques, history, strategies, terminology, and participation of the sport. Fee required. (1/2)
- PE 110A BOWLING.** This course covers the basic knowledge, techniques, and practices of the fundamental skills of bowling. Fee required. (1/2)
- PE 111 FLAG FOOTBALL.** This course covers the basic knowledge of the sport of touch football. Students will have the opportunity to play the sport. Fee required. (1/2)
- PE 113 TENNIS.** This course offers a fundamental knowledge of basic skills needed to enjoy and participate in tennis as an individual and team sport. Fee required. (1/2)
- PE 114 RECREATIONAL ACTIVITIES.** This course is designed for the student who needs the required adaptive PE program. It involves such activities as quiet games, horseshoes, bowling, paddle tennis, badminton, and golf. Fee required. (1/2)
- PE 115 SQUARE, SOCIAL, FOLK, AND AEROBIC DANCE.** This course offers a knowledge of rhythms basic to the development of performance, ability, and skill in the execution of natural activities. Fee required. (1/2)
- PE 116 AEROBICS.** This course is designed for students interested in the development of cardiovascular endurance and muscle tone. Fee required. (1/2)
- PE 118 BEGINNING SWIMMING.** This course is designed to develop skills in the execution of the accepted styles of swimming, with special attention given to individual needs. Permission from Department Head is required. Fee required. (1/2)
- PE 119 INTERMEDIATE SWIMMING.** Continuation of techniques of Elementary Swimming with emphasis on the development of skills in the basic and standard swimming strokes. Prerequisite: PE 118. Fee required. (1)

**PE 121-122 SAT: INDIVIDUAL/DUAL/TEAM SPORTS.** The development of skills and techniques in individual/dual activities and life-time fitness is stressed. Emphasis is also placed on individual activities. (2)

**PE 123 PERSONAL HEALTH.** This course provides the student with a thorough foundation in health facts, both personal and community, upon which he/she can build sound principles of instruction. A special session on AIDS and HIV will be covered in this course. Elective (2)

**PE 221 FIRST AID, SAFETY, AND PREVENTION AND TREATMENT OF ATHLETIC INJURIES.** This lecture laboratory course is designed to equip the student with knowledge and skills necessary to provide immediate care to the injured or suddenly ill person. The student may earn a certification in Standard First Aid and CPR. Fee required. (2)

**PE 224 ATHLETIC TRAINING.** This course is designed to introduce the field of athletic training and its practical and theoretical applications. It includes a lab and will introduce students to NATA requirements and other organizations with which the athletic trainer must be familiar. Fee required. (3)

**PE 225 ATHLETIC TRAINING I.** This course is designed to introduce the field of athletic training and its administrative problems, types of scientific knowledge necessary for instituting a program of injury prevention, and various treatment techniques with which the trainer must be familiar. Prerequisite: PE 221. Fee required. (2)

**PE 226 ATHLETIC TRAINING II.** This course is designed for injury prevention and basic foundations of sports training. Prerequisite: PE 225. Fee required. (2)

**PE 231 INTRODUCTION TO PHYSICAL EDUCATION.** Orientation to the Physical Education profession in regard to history, objectives, relationships, professional organization and the importance of the field in American life. (3)

**PE 232 GYMNASTICS, TUMBLING, AND APPARATUS.** A methods course on how to teach the basic skills, techniques and fundamentals of gymnastics, tumbling, and apparatus activities that are found in the elementary and secondary schools. (3)

**PE 234 PRINCIPLES OF HEALTH AND PHYSICAL EDUCATION.** This course covers the history and foundations of the science of Health and Physical Education from the professional viewpoint. It stresses aspects of anatomy, physiology, sociology, and psychology. (3)

**PE 241 HUMAN ANATOMY AND PHYSIOLOGY.** A lecture course designed to teach fundamentals of anatomy and physiology as they apply to the human body, with reference to Health and Physical Education. (3)

**PE 241L HUMAN ANATOMY AND PHYSIOLOGY LAB.** A laboratory course designed to re-enforce theoretical concepts of Human Anatomy and Physiology. Fee required. (1)

**PE 243 PHYSIOLOGY OF EXERCISE.** This course is designed to examine the influence of physiological variations upon exercise. It involves research techniques and analysis of related literature in the area. Prerequisite: PE 333. Fee required. (4)

**PE 313 EDUCATION FOR LEISURE AND CAMPING.** This course deals with preparing students to conduct lifetime outdoor sports and camp activities. (2)

**PE 321 INTRODUCTION TO RECREATION AND OUTDOOR EDUCATION.** This course introduces the student to the basic factors involved in recreation and leisure time activities. Attention is focused upon the role played by the recreation leader in promoting leisure time. Students will be introduced to arts and crafts that are used in Physical Education and recreation programs. Fee required. (2)

**PE 322 PRINCIPLES AND PRACTICES OF OUTDOOR RECREATION.** A course designed to meet the needs of students who work in the area of outdoor activities of a recreational nature. (2)

**PE 323 COMMUNITY RECREATION.** This course is designed to meet the needs of those students who will work outside the school and devote their energies to recreational work in the community. It stresses the knowledge of the development, structure, purpose, functions and interrelations of private, public, voluntary, military, and commercial agencies, which render recreation services. Fee required. (2)

**PE 326 SPORTS INFORMATION.** This course is designed to acquaint human performance majors with the field of Sports Information. Marketing, sports writing, statistical management, score reporting, play-by-play, press releases, and sports promoting are included as areas of introduction. Guest speakers, field activities (scorekeeping, interviews, and sports writing) are among the learning experiences that are engaged through this course. (3)

**PE 327 SPORTS MANAGEMENT.** This course is designed to acquaint human performance majors with the field of Sports Management. Educational experiences are designed to meet the needs of students who will plan, direct, supervise, and manage sports facilities in the corporate, public, and private sectors. (3)

**PE 329 SPECIAL TOPICS IN HIV/AIDS.** This course will provide an informative environment where students will be able to examine special topics in HIV and AIDS. A learning environment will be provided that will encourage research, data analysis, information sharing, and understandings of the prevention of HIV/AIDS, strategies for teaching prevention to various populations, treatment and care options, availability, access, and cultural relevance. (3)

**PE 330 SCHOOL HEALTH EDUCATION.** Study of the modern school Health Education Programs, their organizational methods and materials of instruction. Special attention is given to the health status of the school child and his or her problems. A special session on AIDS and HIV will be covered in this course. (2)

**PE 331-332 ATHLETIC COACHING AND OFFICIATING.** This course is offered for majors desiring to qualify for coaching and officiating in the major and minor varsity sports. Considerable emphasis is placed on the Intramural Sports Program for men and women. Prerequisites: PE 121 and 122. Fall and Spring. (2)

**PE 333 KINESIOLOGY.** This course includes a study of muscular action and the mechanics of body movements involved in a variety of actions and of selected physical activities with analysis of the effect of muscular and gravitational forces. Prerequisites: PE 241. Fee required. (3)

**PE 334 SOCIAL AND COMMUNITY HEALTH.** This course is designed to study the social aspects of the problems of the health and physical well-being of the individual and community. Much interest and attention are given to community health problems and some effective ways and means of implementing health services, health counseling, screening and care of emergency illnesses within the school, the community and the home. (2)

**PE 335 CORRECTIVE AND ADAPTIVE PHYSICAL EDUCATION.** This course deals with the causes of various common physical handicaps, and the fundamental principles in the selection and adaptation of activities given in corrective procedures. Prerequisites: PE 241, 242 & 333. (3)

**PE 336 ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION.** This course is designed to meet the needs of students who will plan, direct, supervise, and construct Health and Physical Education and Recreation Programs. (3)

**PE 421 PRACTICES AND PROCEDURES IN HEALTH.** This course deals with the current practices in Health Education for elementary (K-6) students and gives a survey of the materials available for teaching health to children at the elementary level. The North Carolina Standard Course of Study is used to guide this course. (2)

**PE 422 PRACTICES AND PROCEDURES IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS.** For those concerned with Physical Education at the elementary (K-6) grade levels. Physical Fitness, games, motor skills, and movement patterns. The North Carolina Standard Course of Study is used to guide this course. (2)

**PE 430 INSTRUCTION IN HEALTH.** The work of this course is designed to meet the needs of teachers in secondary schools. Stress is placed on the hygiene of the child's mental growth. Elective. Various health and wellness topics (i.e. HIV/Aids, Diabetes, nutrition and diet, etc.) will be covered in an effort to equip students with the knowledge and skill to serve as community health and wellness advocates upon completion. (2)

**PE 432 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.** This course is designed to acquaint students with tests and measurements in the field of Physical Education, statistical analysis, test construction and scoring. Open to juniors and seniors. (2)

**PE 433 DANCE.** This course offers a knowledge of rhythms basic to the development of performance, ability and skill in the execution of natural activities. The course deals with the fundamental skills suitable for prospective teachers as well as skill development for those who like to dance. Dance of many countries as related to the customs, mores and traditions will be identified. Fee required. (2)

**PE 452 SUMMER SCHOOL RECREATION AND PARK INTERNSHIP.** Students will spend six (6) weeks in a designated agency under supervision while acquiring on-hands experience in the recreation setting. Fee required. (6)

**PHIL 231 INTRODUCTION TO PHILOSOPHY.** An examination of basic concepts and principles of philosophy with emphasis on developing the students' ability to analyze philosophical theory and consider the possibilities of personal application. The course will focus on representative thinkers from classical to modern philosophers. (3)

**PHIL 432 ETHICS.** A study of the various theories concerning the nature of morality. Contemporary ethical issues will be investigated in depth. The students will be challenged to consider the application of ethical concepts to their individual and professional lives. Prerequisite: ENGL 132. (3)

**PHYS 241 GENERAL COLLEGE PHYSICS I.** This is the first course of a two semester introductory non-calculus physics sequence. Topics include mechanics, heat and wave motion. Prerequisite: Math 133. (3)

**PHYS 241L GENERAL COLLEGE PHYSICS I LABORATORY.** This laboratory will cover experiments from mechanics heat and wave motion. Prerequisite: MATH 133. Fee required. (1)

**PHYS 242 GENERAL COLLEGE PHYSICS II.** This is the second semester course in non-calculus physics. Topics include sound, electricity and light. Prerequisite: PHYS 241. (3)



**PHYS 242L GENERAL COLLEGE PHYSICS II LABORATORY.** This laboratory will cover experiments from sound, electricity and light. Prerequisite: PHYS 241L. Fee required. (3)

**PHYS 243 GENERAL PHYSICS I.** First calculus based course of a three semester sequence employing the analytical approach in the study of classical and modern physics. Mechanics, heat and sound are covered. Prerequisite: MATH 231. (3)

**PHYS 243L GENERAL PHYSICS I LABORATORY.** This laboratory will cover experiments from mechanics, heat and sound. Prerequisite: MATH 231. Fee required. (1)

**PHYS 244 GENERAL PHYSICS II.** Second course of a three semester calculus-based sequence. Topics on Light, electricity, magnetism and some aspects of modern physics are covered. Prerequisite: PHYS 243. (3)

**PHYS 244L GENERAL PHYSICS II LABORATORY.** This laboratory will include experiments from light, electricity and magnetism. Prerequisite: PHYS 243L. Fee required. (1)

**PHYS 245 GENERAL PHYSICS III.** Calculus-based sequence involving the study of the principles of wave optics and modern physics are treated in detail. Prerequisites: PHYS 244 and MATH 311 and 338. (3)

**PHYS 301 QUANTUM MECHANICS.** An introductory course in quantum mechanics dealing with dualism in physics, wave packets, the Schrodinger wave equations, operations in quantum mechanics, uncertainty principle, emphasis on selected applications to atoms and molecules. Prerequisite: PHYS 333. (3)

**PHYS 333 MECHANICS.** An intermediate level treatment of the dynamics of particles, rigid bodies and fluids; introductory vector analysis. Prerequisites: PHYS 242 and MATH 331 and 338. (3)

**PLPS 131 AMERICAN NATIONAL GOVERNMENT FROM A GLOBAL PERSPECTIVE.** Introduction to American federal government from both domestic and international perspectives. Special emphasis on the implications and responsibilities of political and economic leadership. (3)

**PLPS 133 POLITICAL IDEOLOGIES.** Introduction to basic contemporary political ideologies, including theoretical foundations of democracy, socialism, communism, and nationalism. (3)

**PLPS 231 INTRODUCTION TO POLITICAL SCIENCE.** Introduction to basic theories, methods, and concepts of political science, with emphasis on the role of ideology and interests in the political process. (3)

**PLPS 232 BLACK POLITICAL MOVEMENTS.** Examination of attempts by African Americans to secure civil rights protections within American society from 1865 to the present. Case study approach taken to analyze political and social movements. (3)

**PLPS 233 AMERICAN STATE AND LOCAL GOVERNMENT.** Study of major characteristics of public policy making process at three levels of the American political system - federal, state and local. (3)

**PLPS 234 POLITICAL PARTIES.** Study of origins, structures, functions and practices of political parties. Emphasis on dynamics of American two-party system and developing world single party systems. (3)

**PLPS 235 AMERICAN EXECUTIVE PROCESS.** Assessment of the role of the presidential, state gubernatorial and municipal executive offices in the American system of government. Analysis of leadership, constitutional status and powers, and legislative responsibility of chief executives. (3)

**PLPS 307/308 POLITICAL SCIENCE /PRE-LAW INTERNSHIP.** The Political Science Internship is a one semester long (3 hours) or two semester long (6 hours) work field experience pertaining to the discipline. The student must work 10 hour per week on the job site. An individualized plan will be developed as a team by the student faculty, advisor, and the supervisor of the participating organizations. These experiences will be based on needs and professional goals of the student. The faculty advisor will meet the interns in a classroom setting once weekly and meet with intern and supervisor twice: 1) for the initial consultation regarding the expectations of the organization and 2) evaluation process. The criteria for evaluation will be determined by the supervisor/faculty advisor. Prerequisite: Students must be classified as a Junior or Senior to enroll in the course. Fee required. (3)

**PLPS 331 AMERICAN LEGISLATIVE PROCESS.** Study of the nature of legislative process in the United States, including organization and procedures, direct legislation, and the relationship of law making bodies to other branches of government. (3)

**PLPS 332 COMPARATIVE POLITICS.** Introduction to comparative methodology via comparison of political systems in western and non-western states. (3)

**PLPS 333 AMERICAN JUDICIAL PROCESS.** Analysis of the structure and functions of judicial systems, including organization, administration and politics of judicial bureaucracies. (3)

**PLPS 334 AMERICAN POLITICAL THOUGHT.** Study of American political ideas from colonial times to the present. Special attention to African-American political thought. (3)

**PLPS 335 CONSTITUTIONAL LAW.** Study of major Supreme Court decisions in relation to the growth and development of the United States Constitution. Prerequisite: PLPS 333. (3)

**PLPS 336 GOVERNMENT OF DEVELOPING STATES.** Survey of political, economic and social development within the developing world. Includes assessment of ideologies, revolutions, sources of instability, and party and interest group development. (3) [Gateway Adult Learning Program]

**PLPS 337 INTERNATIONAL RELATIONS.** An introduction to and analysis of the factors affecting relationships among nations. Emphasis is placed on the functions of economic and military power, diplomacy, and international law and organization. (3)

**PLPS 441 STATISTICAL ANALYSIS/QUANTITATIVE ANALYSIS.** Introduction to research methods in political science and the machinery for obtaining and interpreting data. (3)

**PLPS 442 COMPARATIVE PUBLIC ADMINISTRATION.** Analysis of the role of public agencies in a democracy, including decision-making processes and organizational structures. (3)

**PLPS 443 AFRICAN POLITICS.** Study of political practices and perspectives in Africa. Emphasis on emerging independent nations of sub-Saharan Africa, including political change, nationalism, cultural duality, nation-building and Pan-Africanism. (3)

**PLPS 444 SENIOR SEMINAR.** This capstone course provides an overview of the discipline of political science and its sub fields. Students complete research projects and attend seminars on specialty topics. Prerequisites: PLPS 332, PLPS 441, and Senior Status. (3)

**PSYCH 200 TEST-TAKING STRATEGIES.** This course is designed to teach oral presentation, basic strategies and writing techniques relevant to the psychology major. This seminar will devote significant time to study skills and time management. The student will take a series of practice Graduate Record Examinations, including the Psychology Subject Test, as a part of the class. (3)

**PSYCH 232 GENERAL PSYCHOLOGY.** This course is designed to introduce the student to the field of psychology. The course will explore the long history and short past of psychology and the many sub-disciplines relevant to the science. A significant amount of coverage will be given to the important contributions of African Americans to the science of psychology. (3)

**PSYCH 301 ADULT DEVELOPMENT AND LIFE ASSESSMENT.** This course introduces the adult learner to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theory is examined. These theories then provide the paradigm for self analysis and life assessments, the basis for understanding individuals within organizations. (3) [Gateway Adult Learning Program]

**PSYCH 324 INTRODUCTION TO STATISTICS USING SPSS.** This course is designed to teach the students basic concepts in statistics and research methods. The course will focus on the Scientific Approach and teach the student how to test for relationships, mean differences and predictive relationships. The course will cover descriptive statistics as well as inferential designs. The Statistical Package for the Social Sciences (SPSS) will be used in this course. Prerequisites: PSYCH 200 and 232. (3)

**PSYCH 325 RESEARCH METHODS.** This course focuses on the application of the scientific method in the field of psychology. In order to find cogent explanations for pertinent issues, students are taught to use computer technology as a part of their semester-long research project. The Statistical Package for the Social Sciences (SPSS) will be used throughout the course. Each student is expected to develop, carry out and defend a major research project. Prerequisites: PSYCH 200, 232, and 234. (3)

**PSYCH 330 DEVELOPMENTAL PSYCHOLOGY I.** This course is designed to foster a better understanding of how the human organism develops from conception to adulthood. The focus of the class is on life course development. The term refers to the concrete character of a life as it unfolds from beginning to end. The student is introduced to major developmental themes in the discipline of Psychology and then themes are integrated into major theories. A special emphasis is placed on developmental issues germane to African American children. Prerequisites: PSYCH 200 and 232. (3)

**PSYCH 331 DEVELOPMENTAL PSYCHOLOGY II.** This course will elaborate on issues related to Life Course Development. A significant part of the class will be devoted to an intense study of the major theories in developmental psychology. Since research in this area has often ignored the importance of life course events related to aging and ethnicity, this course will focus on issues important to middle-aged and elderly African Americans. Prerequisites: PSYCH 232 and 330. (3)

**PSYCH 332 PSYCHOLOGY OF ADOLESCENCE.** This course is a study of the attitudes associated with the adolescent period. Special emphasis is given to the problems arising in the junior and senior year of high school. Prerequisites: PSYCH 200 and 330. (3)



**PSYCH 333 PERSONALITY ASSESSMENT.** This course involves the study of how specific personality traits contribute to various life outcomes. It will focus on the assessment and description of personality from both an Individual and Situational perspective. Can psychologists predict the behavior of some people all of the time? What traits is most enduring? What is Personality? The course will look at all these issues. Prerequisites: PSYCH 232 and 324. (3)

**PSYCH 335 ABNORMAL PSYCHOLOGY.** This course involves the study of maladaptive behavior. Such behaviors range from the simple habit disorders (thumb sucks, nail biting), to the addictions (alcohol, gambling and so on) to the most severe mental disturbances the psychoses. The course investigates the causes and dynamics of mental and behavioral disorders. Various theories have opinions on the etiology, development and treatment of maladaptive behavior. This course will explore psychoanalytic, Neo-Freudian, Gestalt, behavioral, cognitive behavioral, and humanistic approaches. Prerequisites: PSYCH 232 and 330. (3)

**PSYCH 336 SENSATION AND PERCEPTION.** While there was a great deal of scientific work in the 18th and 19th centuries that could easily be called psychological, the official founding of psychology is credited to the German physiologist and psychologist Wilhelm Wundt. This course will trace the study of sensation and perception from Pre-Structuralism to contemporary virtual reality computer models. The class will introduce the student to the study of mind and the body interaction and show how this combination influences human behavior. Prerequisites: PSYCH 232 and BIOL 131. (3)

**PSYCH 339 THEORIES OF HUMAN LEARNING.** This course will look at the development of learning theories in psychology starting with early philosophers to the development of Learning Theory and Social Learning Theory. Other areas to be covered include maladaptive learning, such as learned helplessness, and learning in traditional settings such as in the classroom and on the job. Prerequisites: PSYCH 232 and 330. (3)

**PSYCH 400 HISTORY AND SYSTEMS IN PSYCHOLOGY.** Since ancient times philosophers have speculated about the origins of human thought and behavior. On the one side were those philosophers who argued that human thought and action are innate others argued that there is no thought or action that does not have its origin in experience. This course will look at the historical development and modern resolutions of this nature versus nurture controversy and many other debates that have formed the science of psychology. In addition to the usual look at Structuralism, Functionalism, Gestalt, Behaviorism and other major schools and systems, this course will also look at the contribution of Imhotep and other great Africans to the history of psychology. Prerequisites: PSYCH 200, 232, and 330. (3)



**PSYCH 431 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY.** Industrial psychology concerns the physical and psychological conditions of the workplace and how these factors contribute to an efficient work environment. Industrial psychologists are also concerned about the design of manufactured products. This course will focus on how psychologists apply knowledge of human capabilities and limitations to the design of the modern workplace. Prerequisites: PSYCH 232, 339, and 325. (3)

**PSYCH 433 PSYCHOLOGICAL TESTING.** Testing is perhaps the most widely used method within psychology. Individual and group tests are used to assess intelligence, aptitude, achievement, interests, and personality. Once the items of a test have been scaled, the test can be used to assess individual or group performance. The course will focus on the construction and uses of testing instruments in psychology. The student will develop, administer, and report on his or her own unique test instrument. Prerequisites: PSYCH 232, 324, 330 and 325. (3)

**PSYCH 460 PSYCHOLOGY OF EXCEPTIONAL CHILDREN.** This course will present psychological effects and implications of disabilities for both elementary and secondary students. Attention will be given to the effects of home and school transitions on social skill development in the academic environment. Prerequisites: PSYCH 232, 300, and 331. (3)

**PSYCH 462 HUMAN DEVELOPMENT.** A study of the quantitative and qualitative changes that occur throughout life. Emphasis is placed on describing specific developmental behaviors and on current trends in research. Additional focus will be on the aging process. Prerequisites: PSYCH 232, 324, 330 and 331. (3)

**PSYCH 470 SENIOR PSYCHOLOGICAL SEMINAR.** This seminar will involve group research and presentation under the direction of the professor. It is expected that all students will have established senior level status and be in the last semester of his or her undergraduate program. All students will be expected to demonstrate a comprehensive knowledge of psychological theories and systems and express this knowledge in a dynamic seminar setting. Seminar participants will enjoy the privilege of pursuing independent study, to an extent, with support from previous years of training and guidance from the professor. This class is recommended for Psychology majors who are actively seeking graduate school admission. (3)

**PSYCH 475 COGNITIVE PSYCHOLOGY.** Cognitive psychology applies to the study of thinking, concept formation, and problem solving. Work in this field has been much influenced and aided by the use of computers. This course will not only look at historical developments in the field of cognitive psychology but it will also focus on current trends and future objectives. While the course will look at traditional topics such as attention, memory and information processing, it will also look at parallels in computer and artificial intelligence. Prerequisites: PSYCH 232, 324, 330, 333, 339 and Senior Status. (3)

**PSYCH 480 SPECIAL TOPICS IN PSYCHOLOGY.** This course will involve individual research under the direction of the professor. It is expected that the students will have established senior level status and be in the last year of their undergraduate program. The primary focus of this class is to prepare the student during the fall semester to present her or his research at a local, state, regional or national psychological conference. The student will also prepare a manuscript for publication in a psychological journal. Prerequisite: Permission of the Instructor. (3)

**REL 232 SURVEY OF COMPARATIVE RELIGIONS.** A comparative study of religions of the world, focusing on their basic concepts, rites, and geographical distribution. (3)

**REL 233 OLD TESTAMENT SURVEY.** An introduction to the history, culture, and thought of the ancient Near East as a context for understanding the Old Testament with emphasis on the history of Israel. This study will give the students and overview and working knowledge of the thirty-nine books included in the Old Testament canon. (3)

**REL 234 NEW TESTAMENT SURVEY.** A survey of history, life, and thought in the Greco-Roman world as a context for understanding the New Testament. This course will give the students an overview of the twenty seven books of the New Testament canon, and provide an understanding of the background of the various authors and their areas of focus in their writings. (3)

**REL 331 SURVEY OF CHURCH HISTORY.** A study of the development of Christianity from the Apostolic days to the Reformation, covering 33 AD, 1600 AD in the first half of the semester and an overview of Christianity from the Reformation to the 20th century in the second part of the semester. (3)

**REL 431 ORIGIN OF BELIEFS.** A historical and systematic investigation into the roots of the Judeo/Christian belief system. Special attention will be given to an Afro centric perspective of Biblical development. (3)

**REL 440 CONTEMPORARY THEOLOGICAL PERSPECTIVES.** A creative study that will deal with the orthodox beliefs of the Christian faith as well as investigate contemporary theological issues of the last century. Guest lecturers representing a variety of church traditions will also be a part of the learning process. (3)

**REL 441 AFRO CENTRIC THEOLOGY.** A study in Christian Theology from an African and African-American perspective. A focus on the rich contributions of people of African heritage to the development of the Bible and throughout church history will be highlighted. (3)

**REL 442 THE ROLE OF WOMEN IN SCRIPTURE AND CHURCH HISTORY.** A systematic study of the contribution and influence that women have made in the development of the Judeo/Christian literature found in Scripture, as well as throughout church history. (3)

**SOC 132 INTRODUCTION TO SOCIOLOGY.** Introduction to the sociological perspectives and sociological imagination. Emphasis given to defining key terms in the discipline and explaining basic principles and concepts used in the study of social interaction and group life. (3)

**SOC 231 MODERN SOCIAL PROBLEMS.** Focuses on significant social problems in American society. The student will review the nature of each problem and analyze the causes, assess various solutions and discuss prospects for the future. Prerequisite: SOC 132. (3)

**SOC 232 CONTEMPORARY FAMILY LIFE.** Studies adjustments in interpersonal life as a continuing process throughout the life cycle. Helps students develop flexibility in their attitudes which will enable them to make the choices that are most suitable for their own needs. Includes analysis of prevailing theories and current research. Prerequisite: SOC 132. (3)

**SOC 233 CULTURAL ANTHROPOLOGY.** Deals with the study of group behavior in different cultural settings. Provides background of cultural anthropology as an academic discipline, and puts forth the principles of ethnography and assesses social institutions in different settings. (3)

**SOC 234 SOCIAL PSYCHOLOGY.** Examines the facts and principles of social psychology; utilizes a scientific approach to analyze social behavior of small groups; and presents basic methods and applications used by social psychologists. Prerequisites: PSYCH 232 and SOC 132. (3)

**SOC 235 URBAN SOCIOLOGY.** Examines and analyzes the urban community, with reference to the social processes of urbanization, industrialization, and bureaucratization as they relate to changing social organizations, populations, social problems and planning. Special attention is given to the growth and development of urban ghettos. Prerequisite: SOC 132. (3)

**SOC 322 CRIMINOLOGY.** Examines social backgrounds of criminals and delinquents, the development of criminal behavior and problems of crime prevention and control. Prerequisite: SOC 132. (3)

**SOC 327 RACE RELATIONS.** Analyzes the nature of and reactions to racism. Prerequisite: SOC 132. (3)

**SOC 331 INTRODUCTION TO SOCIAL WELFARE.** Assesses the history of social welfare in the United States. Emphasizes the evolution of popular values, including political and economic outlooks, which explain the shifts in welfare service delivery. Prerequisite: SOC 132. (3)

**SOC 333 INTRODUCTION TO SOCIAL CASEWORK.** Emphasizes the skills required in interviewing and assessing client needs. Attention given to the use of role-playing as students interact in a client/worker format. Prerequisites: SOC 132 and 331. (3)

**SOC 335 SOCIAL THEORY.** Studies social theories from Auguste Comte to modern times— includes the evolution of theories of the individual, group, and society; and explains the development of modern sociology and interpretive systems accompanying the changes. Prerequisite: SOC 132. (3)

**SOC 364 SOCIAL SCIENCE RESEARCH.** Analyzes the principal methods and methodologies of social science research; brings together resources from library and laboratory; and focuses on the design of inquiry. Prerequisites: SOC 132 and 335. Fee required. (3)

**SOC 436 FIELD EXPERIENCE.** Places students in approved agencies for first-hand knowledge of sociological work. Prerequisite: Seniors only. Fee required. (3)

**SOC 442 JUVENILE DELINQUENCY.** Studies the sociological and psychological factors which help produce delinquent behavior. Special emphasis given to the increasing manifestations of sociopath behavior in the larger society and their role in the growing incidence of violent behavior among adolescents. Prerequisite: SOC 132. (3)

**SOC 443 COMMUNITY ORGANIZATION.** Studies community organization as a process of bringing desirable changes to community life. Assesses community needs and resources available to meet them. Prerequisite: SOC 132. (3)

**SOC 451 SOCIAL STATISTICS.** Provides an understanding of and appreciation for quantitative research methods in the social sciences. Is especially useful to prospective graduate students. Prerequisites: SOC 132 and 364. (3)

**SPAN 131 ELEMENTARY SPANISH I.** Strictly conversational course for beginners. Emphasis on sentences and vocabulary related to every day situations. Grammar is minimized. Fee required. (3)

**SPAN 132 ELEMENTARY SPANISH II.** Introduction to the spoken and written language. Knowledge of basic speech patterns supplemented by acquaintance with a broad illustration of Spanish culture and civilization. Laboratory exercises include recordings of readings by students. Fee required. (3)

**SPAN 231, 232 INTERMEDIATE SPANISH I & II.** Continuation of the study of language through reading and conversation. Laboratory exercises continue, with recordings of students' work. Fee required. Prerequisite: SPAN 132. (3)

**SPAN 233, 234 BUSINESS COMMUNICATION I & II.** Readings and discussions of contemporary business practices, with application of acquiring principles. Available In Spanish, French, or German. Prerequisite: SPAN 232. (3)

**SPAN 235, 236 SPANISH CONVERSATION I & II.** Oral and written practice of the language. Prerequisite: SPAN 131. (3)



**SPAN 331, 332 SURVEY OF SPANISH LITERATURE.** Readings and discussion of works from the Medieval and Renaissance Literature and the Golden Age and Modern Peninsular Literature. English translations will be used for non-Spanish majors. (3)

**SPAN 333 LITERATURE OF 12TH-14TH CENTURIES.** A study of readings and discussions of works from the 12th-14th centuries. (3)

**SPAN 334, 335 LITERATURE OF THE 15TH, 16TH, AND 17TH, 18TH CENTURIES.** A study of the Spanish literature in the 15th, 16th, 17th and 18th centuries, including poetry, drama, and prose. (3)

**SPAN 336 SPANISH AMERICAN LITERATURE.** A study of major authors from the areas of poetry, drama, and prose of the 19th century. (3)

**SPAN 338, 339 SPANISH-AMERICAN LITERATURE.** An intense study of Spanish American Literature from Discovery to Independence and from Independence to the Mexican Revolution. (3)

**SPAN 401 SPANISH-AMERICAN LITERATURE, THE CONTEMPORARY PERIOD.** Selected readings from areas of poetry, drama and prose in the contemporary period of Spanish American Literature. (3)

**SPAN 431, 432 SENIOR SEMINAR.** Advanced readings and written reports. An In-depth study of a specific literary genre, author, or period. (3)

**STUDY ABROAD.** While participating in the study Abroad Program, students will need to carry a minimum course load of 12 hours, in order to stay “on track” for timely graduation. It is recommended that this coursework reflect the courses yet to be completed, according to the plan of study in your major. This coursework must be approved.

**TDF 101 INTRODUCTION TO THEATRE AND FILM.** The study and application of concepts in theatre and film from the perspectives of writing, directing, the acting in a one-act production team. (3)

**TDF 102 THE HISTORY OF THE THEATRE AND FILM.** The study of the significant developments in theatre and film from its beginnings to the present. Prerequisite: Permission of the Instructor. (3)

**TDF 117/118 THEATER WORKSHOP I.** Workshop culminating in an actual performance production. Fee required (1)

**TDF 201 INTRODUCTION TO ACTING.** Acting is taught through the use of exercises, improvisational techniques, and scenes. Prerequisites: TDF 101, 102 and/or permission of the Instructor. (3)



**TDF 202 VOICE AND ARTICULATION.** Course designed to develop actor's voice and personal speech effectiveness. Prerequisites: TDF 101, 102 and/or permission of the Instructor. (3)

**TDF 204 MAKING DOCUMENTARIES.** This course gives students an opportunity to participate in pre-production (i.e., research, budgeting), production (interview techniques and production crew) and post-production (voice-over narration, editing, and musical score. Prerequisites: TDF 101, 102 and/or permission of the Instructor. (3)

**TDF 205 THE ART OF MAKE-UP.** A study of the basic materials used for make-up. Prerequisites: TDF 101, 102 and/or permission of the Instructor. (3)

**TDF 208 COSTUMES FOR THE STAGE.** The study of costuming from a historical and contemporary perspective; the skills necessary for designing and building costumes. Prerequisites: TDF 101, 102 and/or permission of the instructor. Fee required (3)

**TDF 209 DIRECTING.** The study of techniques and methods used for directing a play and coordinating an entire production. Prerequisites: TDF 101, 102 and/or permission of the instructor. (3)

**TDF 217-218 THEATER WORKSHOP II.** Workshop culminating in an actual performance production. Prerequisites: TDF 101, 102 and 117. Fee required (1)

**TDF 247 DRAMATIC ARTS WORKSHOP I.** Workshop projects on various aspects of the theatre. Prerequisites: TDF 101, 102 and/or permission of the instructor. Fee required. (1)

**TDF 248 DRAMATIC ARTS WORKSHOP II.** Workshop projects on various aspects of the theatre. Prerequisites: TDF 101, 102 and 247. Fee required. (1)

**TDF 256 MOVEMENT FOR THE ACTOR.** Introduction to stage movement and dance technique which does not employ a standardized vocabulary of steps. Prerequisites: TDF 101, 102 and/or permission of the instructor. (3)

**TDF 257 INTRODUCTION TO MODERN AND JAZZ DANCE.** An introduction to the development of dance movements as an art and the roles of the choreographer and the dancer, the course will include the most recent dance form influenced by South American and African cultures. Prerequisites: TDF 101, 102 and/or permission of the instructor. Fee required (3)

**TDF 300 ACTING FOR THE CAMERA.** Advanced techniques of acting on stage and in front of the cameras. The course will focus on actors understanding specific differences of stage acting and film presentation. Prerequisites: TDF 201 and/or permission of the instructor. (3)

**TDF 306 LITERATURE THEATRE/FILM I.** Representative play and film issues confronted in producing them for the stage and for the camera. Prerequisites: TDF 101 and 102. (3)

**TDF 307 STAGE LIGHTING AND SOUND EFFECTS.** Theory and practice of lighting for the stage. The theory and practice of creating, improvising and using sound effects. Prerequisites: TDF 1-1, 102 and/or permission of the instructor. Fee required. (3)

**TDF 308 STAGECRAFT AND MANAGEMENT.** The duties and operating procedures of a stage manager; includes practicums. Prerequisites: TDF 101, 102 and/or permission of the instructor. Fee required. (3)

**TDF 309 MOTION PICTURE DIRECTING.** This course will focus on the technique of directing actors. The class will give students an opportunity to work with actors in preparing for scenes for film. Prerequisites: TDF 209 or Permission of the Instructor. (3)

**TDF 311 THE ONE ACT PLAYWRITING.** A course that focuses on creating original one act play and the production of a one act play festival. The festival will consist of plays submitted by students and selected by a committee. The focus is the writing of a story, the acting, and the directing. Prerequisites: TDF 201, 209 and/or permission of the Instructor. (3)

**TDF 317 THEATER WORKSHOP III.** Workshop culminating in an actual performance production. Prerequisites: TDF 217. (1)

**TDF 318 THEATER WORKSHOP III.** Workshop culminating in an actual performance production. Prerequisites: TDF 218. (1)

**TDF 347 DRAMATIC ARTS WORKSHOP III.** Workshop projects on various aspects of the theatre. Prerequisites: TDF 247 and 248. Fee required. (1)

**TDF 348 DRAMATIC ARTS WORKSHOP IV.** Workshop projects on various aspects of the theatre. Prerequisite: TDF 347. Fee required. (1)

**TDF 401 SCREENWRITING I.** Students will study character and plot development, focusing on the set-up, transitions, dialogue, sequence, etc. By the end of the semester, they will be expected to have completed 30 pages of an original screenplay. Prerequisite: Permission of the Instructor. (3)

**TDF 403 VISUAL FILMMAKING I.** This semester long course is designed to give first year students a basic understanding of the use of broadcast quality video production equipment and off-line editing procedures. Students in this course will learn safe and appropriate procedures for set up and use of consumer and high end camera equipment, lighting equipment and technique, and sound equipment. Prerequisites: TDF 204 or Permission of the Instructor. Fee required. (3)

**TDF 405 INTRODUCTION TO PRODUCTION.** Students in this class will be assigned video footage to edit into coherent scenes. The footage will be drawn from professionally produced and televised work as much as possible to give students a chance to work with quality material. Prerequisites: TDF 204, 403 and/or permission of the Instructor. (3)

**TDF 406 LITERATURE FOR THEATRE AND FILM II.** Representative plays and film issues confronted in producing them for the stage and for camera. Prerequisites: TDF 306. (3)

**TDF 411 VISUAL FILMMAKING II.** Continuation of Visual Filmmaking I. A course designed to provide experience in making a complete dramatic narrative video. Students are required to make a video from a story they have written or chosen. Prerequisites: TDF 204, 403 and/or permission of the instructor. Fee required. (3)

**TDF 414 SCREENWRITING II.** Continuation of Screenwriting I. Students will continue to work on the final half of their original screenplay. Prerequisites: TDF 401 or Permission of the Instructor. (3)

**TDF 417 THEATER WORKSHOP IV.** Workshop culminating in an actual performance production. Prerequisite: TDF 317. Fee required. (1)

**TDF 418 THEATER WORKSHOP IV.** Workshop culminating in an actual performance production. Prerequisite: TDF 318. Fee required. (1)

**TDF 421 DRAMATIC STRUCTURE I.** This course is a seminar on various aspects of theater and film including dramatic narratives, filmmaking and the core of the theory behind the industry. The basis of this program will be to understand the various key elements from publishing of screenplays, technical study of audition and casting, voiceover etc. Prerequisite: Permission of the Instructor. (3)

**TDF 422 DRAMATIC STRUCTURE II.** Continuation of Dramatic Structure I and further study of combining the academic elements with application of good technique through observation and participation in semi-professional theater and film productions. Prerequisite: TDF 421. (3)

**TDF 450 PRODUCING YOUR THESIS.** This course will focus on film making from the point of view of a producer. In anticipation of their final projects, the students will learn techniques for preparing and completing a film or video production. In the first half, each student will be required to read and breakdown an assigned screenplay for production purposes. They will be given exercises in budgeting, scheduling, and managing their productions. The thrust of the second semester of the class will be on grant writing, fundraising, and marketing of video and films. Prerequisite: Permission of the Instructor. (3)

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